ED 231 936 AA 001 116

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DESCRIPTIONS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials

IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

CE

ED 231 951 CE 036 289

Hohhertz, Durwin
General Metal Trades. Book II. Units of Instruction. Teacher's Guide.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Apr 83
AVAILABLE FROM- Occupational Curriculum Lab., East Texas State University, Commerce, TX 75428.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Entry Workers; Guidelines; Hand Tools; Industrial Arts; *Job Skills; Learning Activities; *Machine Tools; *Metal Working; Postsecondary Education; Secondary Education; State Curriculum Guides; *Teaching Methods; *Trade and Industrial Education; Units of Study
IDENTIFIERS- Drilling Tools; Texas

This teacher's guide was developed to aid in presenting units on general metal trades to students in Texas. The units are intended to provide students with basic knowledge and skills for each area of instruction in the general metal trades, and with the basic entry-level skills they will need to have in order to enter industry as trained workers. This guide contains five units covering the following subjects: drills and drill presses, lathe operations, milling operations, grinding operations, and shaper operations. Each unit includes most or all of these basic components of a unit of instruction: performance objectives, suggested teaching activities, information sheets, transparency masters, assignment sheets, job sheets, unit tests, and answers to unit tests. Directions to the teacher on how to use the materials, as well as references for further information are included. (KC)

ED 231 965 CE 036 345

Bell, T. H.
National Consumers Week, Kick-off Speech.
Department of Education, Washington, DC. Office of the Secretary.
PUB DATE- 25 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Education; Change Strategies; *Consumer Education; *Cooperative Programs; Economic Development; Educational Cooperation; *Educational Needs; *Educational Objectives; Educational Policy; Lifelong Learning; Outcomes of Education; *Parent Participation; Position Papers; *School Community Relationship; School Role; Secondary Education; Urban Areas; Vocational Education
IDENTIFIERS- *Private Sector

A strong connection exists between the vitality of America's economy and the consumer education components of vocational education, basic adult education, and the private sector. While great progress has been made in implementing consumer programs at the junior and senior high levels, the Adult Performance Level study indicates that consumer economics and education are among the knowledge areas that pose the greatest difficulty for large numbers of adults. Because parents have the primary responsibility and authority for the education of their children, and because parents and the private sector are the rightful and most important consumers of education, educators must develop an effective program to increase parent and private sector involvement in our nation's schools. Particularly needed are training programs to help parents fill different roles in involvement activities, training for teachers in how to involve parents more effectively in the classroom and in the home, and training for principals on how to approach parents and the community to improve their understanding of the important issues of the day and to solicit their support. Programs in cities such as San Francisco, Houston, and Washington, D.C. attest to the fact that such efforts can and will help foster partnerships among schools, parents, and the private sector. (MN)

ED 231 980 CE 036 392

Heffernan, James M.
Adult Development and the Workplace.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Adult Development; Adult Education; Adults; Career Development; Career Education; *Developmental Stages; *Developmental Tasks; Employer Employee Relationship; Employment; *Organizational Climate; *Organizational Development; *Work Environment

Little attention has been given to how adults develop through their lifetimes and what roles their workplace environments play in that development. Research and theory regarding adult psychosocial development have confirmed the developmental life-cycle phases of adulthood. These are: leaving the family (ages 16-22), getting into the adult world (22-29), the age 30 transition, rooting (20-35), becoming one's own person (35-40), midlife transition (40-43), restabilization (43-50), preretirement (50-65), and retirement. Each of these phases is characterized by a distinct set of developmental tasks that must be met to maintain a steady sequence of growth. The supportive workplace for individuals moving into early adulthood provides for resocialization for these younger workers who are breaking away from home and establishing a career identify. The role of the organization can be keyed to two different aspects of the developmental tasks being faced by workers at the midlife transition. The workplace should both treat employees as adults and permit them to grow as persons. Some approaches and specific supports for workers at this stage include financial compensation for performance and productivity gains, diversified job roles and responsibilities, adequate "hygiene" conditions, career counseling, effective assessment centers, and improved human resource planning and forecasting centers. (A final section points out other variables affecting worker/workplace relationships.) (YLB)

ED 231 993 CE 036 426

Herr, Edwin L.
Role of Occupational Information System in Career Guidance and Counseling.
Research Triangle Inst., Durham, N.C.
SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.; North Carolina State Occupational Information Coordinating Committee, Raleigh.
PUB DATE- Mar 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Career Counseling; Competence; Counselor Role; Elementary Secondary Education; Information Dissemination; *Information Needs; Information Sources; *Information Systems; *Information Utilization; Needs Assessment; *Occupational Information; Postsecondary Education; Program Content; Public Agencies
IDENTIFIERS- *Occupational Information System

The types and functions of the agencies needing occupational information for use in career counseling vary greatly. For example, career and guidance counseling is often supplied by a wide variety of individuals, including general education teachers, rehabilitation counselors, employment service counselors, Comprehensive Employment and Training Act (CETA) counselors, vocational education teachers, and school counselors. Among the forms that such counseling is likely to take are the following: testing, group counseling, individual counseling, and group guidance. To be of maximum use to the widest possible audience, an occupational information system designed to aid career guidance and counseling efforts must contain information pertaining to occupational demand and supply, occupational characteristics, complementary information, and supply and demand analysis. While various career and labor market information is available from governmental or commercial sources, much of this information is prepared primarily for distributional purposes and, as such, does not meet the needs of school-based career education and guidance programs. To fill the need for information capable of giving students a broad understanding of occupational structure and points of access to the labor market,

ED 232 008 CE 036 456

Fundamental Vocational Skills for Disadvantaged Learners. Final Report. September 15, 1978 - July 30, 1979.
Linn-Benton Community Coll., Albany, Oreg.
SPONS. AGENCY- Oregon State Dept. of Education, Salem. Instructional Services Div.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Audiovisual Aids; Basic Skills; Community Colleges; *Curriculum Development; *Educationally Disadvantaged; *Individualized Instruction; Instructional Materials; Learning Modules; *Material Development; Models; Multimedia Instruction; Postsecondary Education; Program Costs; Questionnaires; Secondary Education; Skill Development; *Study Skills; Surveys; Teacher Attitudes; *Vocational Education

A project was undertaken to develop a set of individualized instructional materials for use in helping academically disadvantaged students to acquire the vocational, study, and learning skills necessary to succeed in secondary and postsecondary programs. In order to identify the industrial vocational concepts and related study and learning skills that are fundamental to a widespread number of vocational programs, researchers administered questionnaires to 11 of the 14 full-time instructors in the Industrial Division at Linn-Benton Community College in Oregon. Based on the results of this survey, the researchers developed 30 individualized learning activity packages dealing with the following areas: measurement, fasteners, simple machines, electricity, and hand tools. In addition to covering these five vocational skills areas, the modules also address various study and learning skills, including vocabulary, recalling details, following directions, memorization, notetaking, observation skills, and test taking skills. The final stage of the project involved the development of 18 instructional aids to help academically disadvantaged vocational learners to achieve the desired content and process objectives for each module. (Appended to this report are data detailing the costs of developing the individual materials as well as the cost of the project as a whole.) (MN)

ED 232 021 CE 036 477

Model Plan for Services to Deaf Persons.
New York State Education Dept., Albany. Office of Vocational Rehabilitation.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Accessibility (for Disabled); Advisory Committees; Agency Cooperation; Community Involvement; Cooperative Programs; *Delivery Systems; Guidelines; *Hearing Impairments; Postseconda Education; *State Agencies; Vocational Education; *Vocational Rehabilitation
IDENTIFIERS- Independent Living; *New York Office of Vocational Rehabilitation

Intended especially for Office of Vocational Rehabilitation (OVR) personnel who determine and implement policies, this document concerns delivery of vocational rehabilitation services to hearing-impaired persons in New York. A statement of purpose begins the document. Each of the next seven chapters addresses a critical area of the rehabilitation system. Chapter II concerns the population of hearing impaired persons, establishes baseline data using general estimates and actual agency statistics, and describes some unique characteristics of this population. Chapter III describes the rehabilitation process with frequent references to key principles governing each stage of the process. The job qualifications and functions of personnel dealing directly with hearing-impaired clients are presented in chapter IV. The next chapter defines the role of the agency's Advisory Committee on Deafness. The last three chapters discuss existing cooperative agreements and programs, the involvement of OVR in the deaf community, and independent living services and present guidelines for interagency agreement, future OVR community involvement, and continued development of services. Appendixes list OVR offices, personnel and independent living centers; describe certificates issued by the Registry of Interpreters for the Deaf; and list recommendations for the OVR. (YLB)

ED 232 035 CE 036 510

Lombana, Judy H.
Success for Physically Disabled Students. Sources to Upgrade Career Counseling and Employment of Special Students.
Florida State Univ., Tallahassee. Center for Studies in Vocational Education.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Attitude Change; *Career Counseling; Career Planning; *Counseling Techniques; *Counselor Role; Educational Diagnosis; *Educational Resources; Job Placement; *Mainstreaming; Normalization (Handicapped); Parent Student Relationship; *Physical Disabilities; School Counseling; Secondary Education; Teacher Attitudes
IDENTIFIERS- Florida

As one of the publications of the Florida Sources to Upgrade the Career Counseling and Employment of Special Students (SUCCESS) Project, this guide is designed to provide school counselors, occupational specialists, and other guidance personnel with basic information and listings of resources concerning the career guidance needs of handicapped students. This handbook addresses the special needs of students with physical disabilities. The first six of the guide's seven chapters cover the following topics: career education and physically handicapped students, developing positive attitudes toward handicapped students, counseling physically handicapped students, working with parents, working with teachers, and career planning and placement. The seventh chapter lists resources available for working with physically disabled students. A bibliography completes the handbook. (KC)

ED 232 050 CE 036 572

A Handbook of Projects and Activities for Marketing and Distributive Education.
Montana State Office of the Superintendent of Public Instruction, Helena.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Administration; Decision Making; *Distributive Education; Guidelines; Human Relations; Instructional Materials; Interpersonal Communication; Learning Activities; *Marketing; Mathematical Applications; Merchandising; Program Descriptions; Salesmanship; Secondary Education; *Student Projects; Wholesaling
IDENTIFIERS- *Montana

This handbook has been designed to provide classroom teachers with relevant, ready-to-use materials geared to supplement classroom instruction in marketing and distributive education. The projects/activities have been organized using the major units of instruction of the Montana Curriculum Guidelines for Distributive Education, except for a special unit on merchandising mathematics. Forty projects/activities are in the handbook. Some are brief and are designed to be used within one class period, while others are more complex and will extend over a few days or weeks. The following information is provided for each project/activity: project title, related unit of instruction, suggested grade level, time required to complete the project, project rationale, project purpose and performance objectives, project description, evaluation procedures, resources required for the project, miscellaneous project information, and the name of the person who developed the project. Project subjects include marketing and distributive education, human relations and communication, operations and control, merchandising mathematics, buying for resale, merchandise handling, sales promotion, sales and service, and management and decision making. (KC)

ED 232 064   CE 036 763

Harmon, Lenore W., Ed.; And Others
Using Information in Career Development: From Cognitions to Computers. Information Series No. 262.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-81-0035
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (Order No. IN262).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Behavior Theories; *Career Choice; *Career Counseling; *Career Development; Cognitive Development; *Cognitive Processes; Cognitive Restructuring; Computer Oriented Programs; *Decision Making; Epistemology; Information Utilization; Occupational Information; Socialization
IDENTIFIERS- *Computer Assisted Guidance

This compilation of three papers investigates theoretical and practical facets of career development, focusing on cognitive theory and decision-making theory and their roles in the formation of computerized career development systems. In the first paper ("Cognitive-Behavioral Theory and Its Application to Career Development"), Gerald Stone describes three cognitive-behavioral theories (social learning, cognitive restructuring, and cognitive development). He highlights the importance of individual constructs in explaining human behavior and explores applications of the theories to career issues. The second paper ("Career Decision Making"), by David Jepsen, reviews career decision-making models, focusing on the processes that people use to organize information about themselves and their surroundings in order to make vocational decisions. He also describes a number of decision-making aids, such as decision trees and simulations, and concludes by summarizing

ED 232 078 CG 016 772

Johnston, Lloyd D.; And Others
Student Drug Use in America 1975-1981.
Michigan Univ., Ann Arbor. Inst. for Social Research.

SPONS. AGENCY- National Inst. on Drug Abuse (DHHS), Rockville, Md. Div. of Research.
REPORT NO.- DHHS-ADM-82-1221
PUB DATE- 81
GRANT- NIDA-3-R01-DA-01411
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- Drinking; *Drug Abuse; *Drug Use; High School Seniors; Marihuana; Narcotics; Secondary Education; Sedatives; *Social Environment; Stimulants; *Student Attitudes; *Student Behavior; Tobacco; Trend Analysis

This report presents detailed statistics on the prevalence of drug use among American high school seniors in 1981, and on trends in those figures since 1975. The purposes and rationale of the study, the research design and procedures, and the representativeness and validity of the study are discussed in the introduction. Section II provides a brief overview of key findings. Statistics on the prevalence of, and recent trends in, drug use are presented in 12 chapters: a summary across all drugs; marijuana/hashish; inhalants; hallucinogens; cocaine; heroin; other opiates; stimulants; sedatives; tranquilizers; alcohol; and cigarettes. Section IV presents statistics on students' attitudes, beliefs, and the social milieu, including perceived harmfulness of drugs, personal disapproval of drug use, exposure to use by friends and others, and perceived availability of drugs. Section V provides brief synopses of key results from the study which have been published elsewhere. The appendices cover the representativeness and validity of the study, estimation of sampling errors, guidelines for reading and interpreting tables and questionnaire content, and definition of variables. The report includes a reference list. (WAS)

Stephens, Richard C.; And Others
Drug Taking among the Elderly. Treatment Research Report.
Houston Univ., Tex.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Div. of Prevention and Treatment Development.
REPORT NO.- DHHS-ADM-83-1229
PUB DATE- 82
GRANT- NIDA-H81-DA-01953
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Alcoholic Beverages; *Drug Abuse; *Drug Use; Interviews; *Older Adults; Sedatives; Smoking; Tobacco

Understanding the misuse of drugs by the elderly has become an area of increasing concern to the drug abuse field. As part of a larger exploration of drug use and health issues among the elderly, a random sample of Houston's noninstitutionalized elderly population (N=1,101), aged 55 and older, were interviewed to determine the extent of their drug use and misuse. From mid-1979 through early 1980, participants completed telephone interviews gathering data on general health issues, morale, and activity levels. In-depth home interviews were conducted which focused on current use of all prescription drugs, and on respondents' total history of psychoactive drug use. Analyses of results showed that 17.6% of those interviewed were using prescribed psychotropic drugs; 6.9% reported deviating from their prescriptions, with 86.8% of these taking less than the prescribed amount. Fewer than 2% reported using any illicit drug in their lifetime. In addition, 60% reported that they had not drunk any alcoholic beverages in the month preceding the interview, although 6.6% reported consuming 5 or more drinks on those occassions when they did drink. The results coincide with earlier findings that portray the elderly as responsible consumers of psychoactive substances. (MCF)

ED 232 108 CG 016 802

Source Book: December 1982/December 1983.
Systems Management Corp., Miami, FL.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
REPORT NO.- DHHS-ADM-82-1242
PUB DATE- 82
CONTRACT- NIDA-271-81-4922
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- College Programs; *Counselor Training; *Course Descriptions; Course Evaluation; Credit Courses; *Drug Abuse; *Drug Education; Drug Rehabilitation; *Public Agencies; *State Programs; Summer Programs

This resource book, for drug and alcohol treatment program personnel, provides convenient access to information in all aspects of training; courses developed at government expense are listed along with the organizations that have the capabilities to present them. Short descriptions of 20 courses developed and/or published by the National Drug Abuse Center (NDAC) since 1972, and 15 courses developed at the National Center for Alcohol Education (NCAE) during a similar period, are listed alphabetically by course title. The format for the course listings consists of a description of purpose; statement of program goals, and target training population; description of course content, methodology, and materials; and a description of trainer and time requirements. A comprehensive listing of state training programs and other organizations is also presented, arranged alphabetically by state. Information in this section includes the address of each state's single state agency and state prevention coordinator; the address of the State Training Support Program (STSP), and general and specific descriptions of the functions of the STSP. The book also provides: (1) a description of the American Council on Education (ACE) course accreditation process, and a list of National Training System (NTS) courses recommended for credit by ACE; (2) a listing of federal agencies which operate, support, or provide assistance for drug abuse manpower training programs; (3) a listing of the 1,200 academic institutions participating in the ACE approved credit

ED 232 122   CG 016 816

Guidance Curriculum Guide - Career Development.
Hawaii Univ., Honolulu. Curriculum Research and Development Group.
SPONS. AGENCY- Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Adolescent Development; Adolescents; *Career Development; *Career Exploration; *Career Planning; Curriculum Guides; *Educational Planning; *Guidance Programs; Learning Modules; Occupational Information; Secondary Education; Self Concept; Self Evaluation (Individuals); Teacher Guidance
IDENTIFIERS- Self Awareness

This guide is one component of Hawaii's State Plan for Comprehensive Guidance Program for grades 9-12 and is intended to provide a structure for a sequential, required, one-semester course in guidance at the 9th or 10th grade level. It includes 62 lessons equally divided among the three central themes addressed in the course: Self-Awareness and Understanding, which includes such topics as Making Friends Can Be Fun, Coping with Family Crises, and Is Your Reputation Important?; Educational Planning, which deals with such areas as What Do I Need to Learn?, Alternate Paths, and Working Women Then and Now; and Occupational Exploration, which explores areas such as Why Work?, Changing Roles and Images, and Put Your Best Foot Forward. Each lesson includes an overview, which gives a brief description of the lesson's intent; a list of materials; and suggested activities, which are sets of procedures the teacher may use to involve students in learning activities. Most of the lessons also include additional activities, which are suggestions for extending the lesson idea, and resources, which may include materials such as films and books. The materials provided for the lessons can be reproduced as student handouts. (AG)

ED 232 138 CS 007 220

Stewart-Dore, Nea
Where Is the Learning We Have Lost in Information? Strategies for Effective Reading in Content Areas.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cognitive Processes; *Content Area Reading; *Directed Reading Activity; *Models; *Reading Comprehension; *Reading Instruction; Reading Skills; Secondary Education; *Teaching Methods; Writing Exercises
IDENTIFIERS- *Effective Reading in Content Areas

The Effective Reading in Content Areas (ERICA) teaching model comprises four stages: preparing for reading, thinking through information, extracting and organizing information, and translating information. Aspects to consider in the first stage include the preparation of ideas, text, and vocabulary. Two strategies can be used to promote reflection or thinking through reading, the second stage. Having read a selection, students are presented with a series of three sets of statements written at literal, inferential, and applied levels of thinking. Having decided, on the basis of their reading of the passage, which statements they are prepared to defend, students work in small groups to "talk out" their choices. The third stage of the ERICA model addresses teacher concerns about students copying large chunks of text, being unable to distinguish main ideas, and being unable to select information for inclusion in a summary. Extracting and organizing information activities foster independence in selecting and using information given in a text. Activities in the fourth stage, translating information, help students explore subject information through writing in terms of contexts of situation, role, audience, purpose, and form; and through the processes involved in drafting, reviewing, redrafting, editing, and publishing a range of writing. Not all stages need be included in any one teaching unit. (HOD)

ED 232 154 CS 207 542

Doerner, Russell C.
Reshaping an Undergraduate Advertising Curriculum to Prepare for the 1990s.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Advertising; *Curriculum Development; *Curriculum Evaluation; Higher Education; *Journalism Education; Program Descriptions; Undergraduate Study
IDENTIFIERS- University of Missouri

Working from a report that pinpointed changes in mass communications by the end of the coming decade and from input provided by accredited advertising programs at other institutions, the advertising department at the University of Missouri proposed several curriculum changes. The following requirements were recommended for majors: substituting Promotion Writing for the more traditional News 105; dropping Editing 110, but including elements of it in other ad courses; replacing Ad Sales with Introduction to Selling for the Mass Media; and dropping Retail. Also recommended was an increase from three hours to six hours of marketing for advertising majors. Five new courses were also created: Promotional Writing, Introduction to Selling for the Mass Media, Research in Advertising, Creative Strategy and Tactics, and Sales Promotion. Other program components that were strengthened included (1) renewing efforts to improve already effective placement operations by encouraging increased internship possibilities and on-campus recruiting; (2) tightening adherence to the 75/25 ratio of liberal arts to journalism courses by enforcing stricter humanities requirements; (3) allowing juniors to enroll in journalism careers counseling sessions, previously limited to seniors; (4) concentrating more on individual advising; and (5) increasing use of university facilities, particularly audio and video broadcast facilities, for production of animatics and demonstration commercials. (HOD)

ED 232 169 CS 207 655

Schwerdt, Lisa M.
Selling the Brooklyn Bridge: What the Essayist Can Learn from the Advertiser.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advertising; *Evaluative Thinking; *Literary Devices; *Persuasive Discourse; Rhetoric; Writing (Composition); *Writing Instruction; *Writing Skills
IDENTIFIERS- Audience Awareness; Invention (Rhetorical)

Studying the writing strategies used in advertisements helps students discover that rhetorical technique and patterns of development are not a system of arbitrary rules, but a means of achieving specific and real effects. By analyzing its purpose, audience, persona, and argumentative content, students learn how each element contributes to an ad's total impact. They can discuss the effectiveness of different types of evidence and the various modes used to develop advertising arguments. In addition to recognizing the use of analogy, comparison and contrast, and other modes, students can find examples of faulty argumentation in advertisements. They can develop a greater sensitivity to the importance of word choice after studying the "weasel words" and glittering generalities used to sell many products. Having familiarized themselves with ad techniques, students can use them to write essays on advertising. In an especially effective assignment, students design an ad for a nonexistent product and then write an essay analyzing what they did and why. Besides offering a stimulating way of teaching rhetorical strategies, this unit on advertising increases student sensitivity to the audience's needs, a quality necessary in any effective writing. (MM)

ED 232 185 CS 207 703

Becker, Lee B.; Blood, R. Warwick
Media Use and Voter Uncertainty.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Decision Making; Elections; Evaluative Thinking; Mass Media; *Mass Media Effects; *Media Research; Political Issues; *Voting
IDENTIFIERS- *Media Use; Ohio (Columbus); *Uncertainty

A study conducted in Columbus, Ohio, assessed the importance of voter uncertainty in motivating media use and use of specific campaign information. Data were collected from a telephone survey of 540 persons registered to vote in Columbus or surrounding Franklin County. Decisional difficulty, likelihood of vote change, and knowledge about the strengths and weaknesses of the candidate were measured as types of certainty. For the candidate uncertainty measures, results indicated that those voters who rented rather than owned homes, those less than 40 years in age, and females tended to be significantly more uncertain. Independents were also more likely to be uncertain than Democrats and Republicans. Younger voters and females reported being more uncertain about the gubernatorial race. Independents and Republicans were significantly more likely to think they would change their vote choice for governor than were Democrats. For the uncertainty measure based on knowledge of candidate strengths and weaknesses, no significant differences in demographic or partisan groups emerged. Of importance was the finding that knowledge measures were not always satisfactory measures of uncertainty. Many voters who were low in knowledge did not report that their voting decision had been difficult or that they were likely to change their vote. (HOD)

ED 232 201 CS 207 753

Glasser, Theodore L.
Objectivity and the Ideology of News.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Bias; Court Litigation; *Ethics; *Freedom of Speech; *Journalism; *News Reporting; News Writing; *Social Responsibility

A 1977 Court of Appeals decision, "Edwards v. National Audubon Society," outlined the principle of "neutral reportage": the press is not required to suppress newsworthy statements by public officials merely because the truth of those statements is doubtful. The author outlines this court case because it illustrates so well the consequences of the ethic of objectivity that has developed in journalism since the rise of the mass press in the 1800s. Originally a response to economic pressures, objectivity has become an ideal to strive for. In an effort to remain free from unrecognized prejudgments, journalists have concentrated on reporting rather than interpreting news, using themselves largely as vehicles for their sources' arguments, rebuttals, explanations, and criticisms. Nevertheless, their reporting reveals bias. In relying on official sources, reporters favor the prominent and established. Trying to record rather than interpret, journalists undervalue independent thinking as they obscure their own role in choosing and editing news. This ethic of objectivity is founded on a naive belief in a single reality derived from empirical facts. American journalism will not become truly responsible until it recognizes that facts and values are inseparable. (MM)

ED 232 202 CS 207 754

ED 232 217 CS 504 204

Berger, Arthur Asa
"He's Everything You're Not...." A Semiological Analysis of Cheers.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Nonverbal Communication; *Programing (Broadcast);
*Semiotics; *Speech Communication; *Symbolism; *Television; *Visual Literacy
IDENTIFIERS- *Cheers (Television Series)

Semiotics addresses the question of how people derive meaning from a text, and meaning stems from considering phenomena as signs and from looking at the relationships among these signs. Thus, a semiological analysis of the television series "Cheers" reveals that the title suggests happiness, good spirits, and companionship. The show takes place in a bar, which itself is a sign system. One of the most important signs in the text is the blondeness of Diane Chambers's hair--a sign of considerable richness and meaning. Diane's attempts to read, and the allusions to and quotations from great literary figures are signs of her intellectuality. Much of the humor comes from characters' misunderstandings and misinterpretations, as well as nonresponses. These two forms of code violation derive from characters' different social and cultural backgrounds. In addition, the many folktale elements in this series suggest that it is a modernized fairytale. A semiotic analysis of a text such as "Cheers" can focus on how meaning is generated and conveyed, and thus on such matters as signs and codes, polar oppositions, sequential structures, and so forth. The lighting, pacing, dialogue, costuming, blocking, facial expressions, music, and sound all lend themselves to semiological analysis since they all function as "signs." (HOD)

ED 232 233 CS 504 296

Stacks, Don W.
An Experimental Investigation of Mode of Presentation and Verbally-Induced Distraction on Communication Acceptance.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers. "Papers Presented at..." (150)
DESCRIPTIONS- *Communication Research; Higher Education; *Mass Media Effects; *Persuasive Discourse; *Radio; *Television; Verbal Communication
IDENTIFIERS- *Distraction; Media Role

A study investigated the impact of a one-time persuasive message presented to subjects across two media--audio and audiovisual. A second variable, distraction, was also examined for its induced impact on conferring resistance to the message. Subjects were 170 college undergraduates, 46 of whom were assigned to a control group that did not see or hear the experimental message. The remaining 124 subjects were assigned either to audio or audiovisual modes of presentation and then to one of three distracter groups: positive argument critical response set, negative argument critical response set, or no critical response set. Results showed that verbally induced distraction, when induced as negative arguments, increased resistance to the persuasive message. In addition, subjects viewing the presentation were more susceptable to the message and viewed the message source as more credible and attractive than did those who merely listened to it. (FL)

ED 232 234 CS 504 297

Brown, William R.
Jargon and the Teaching of Organizational Communication.

ED 232 248 EA 015 793

Sanyal, Bikas C.; And Others
Higher Education and the Labour Market in the Philippines.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
REPORT NO.- ISBN-0-85226-799-7; ISBN-92-803-1091-7
PUB DATE- 81
AVAILABLE FROM- IIEP Publications, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris, France (Order No. C.48, ISBN-92-803-1091-7, 60 francs); Wiley Eastern Limited (ISBN-0-85226-799-7).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Planning; Education Work Relationship; Employee Attitudes; Employment Opportunities; *Employment Potential; Foreign Countries; *Higher Education; Job Training; *Labor Market; Socioeconomic Influences; Tables (Data)
IDENTIFIERS- *Philippines

This study examines six factors in the relation between the objectives of Philippine higher education and those of the country's economic planning, and then derives implications for future development of higher education in the Philippines. An analysis of the Philippine socioeconomic framework as a whole draws a profile of the country's economic history, demographic characteristics, and current development strategy. Factors affecting the development of the whole educational system, including enrollment trends and administrative policy, are then identified, and the consequences of the expanding educational system on the absorptive capacity of the labor market are noted. Citing the characteristics of the present labor force, the authors estimate the demand for and supply of highly qualified labor, and make suggestions for improving educational planning for employment purposes. The qualitative factors of student aspirations and expectations are also examined through a survey of the university admission requirements, student backgrounds, chosen specializations, sources of funding, career objectives, and reasons for abandoning career objectives. Studies of two further influences in the employment process--employees'

ED 232 262 EA 015 809

Thode, Walter F.; Walker, Richard A.
A Model for Comparing Training Costs in a Complex Military Training System.
PUB DATE- 14 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- •Cost Effectiveness; •Cost Estimates; Decision Making; Efficiency; Expenditures; Flight Training; Instructional Development; •Instructional Systems; Life Cycle Costing; •Military Training; •Models; Student Costs
IDENTIFIERS- •Navy

To assist managers of complex training systems in making decisions that result in changes in the existing training syllabus, this study provides a model for estimating and comparing the costs of training system components and of potential changes to the components. In the first part of the study, this assessment model is broken down into five principal cost categories: (1) instructional systems development (ISD), (2) facilities, (3) training devices, (4) actual equipment trainers (AET), and (5) students. The model is then applied to data available from the P-3 (land-based antisubmarine warfare fixed-wing aircraft) fleet readiness squadron (FRS) aircrew training system. Cost comparisons reveal that ISD costs are minor (1 percent) compared to the total cost of aircrew training. The costs attributable to AET constitute the bulk (75 percent) of the total costs. Second in importance to AET costs is the cost of students (15 percent). The remaining costs of facilities and training devices are 1.5 percent and 7.6 percent, respectively. The study recommends the use of cost assessments prior to training system acquisition or revision. Included are 23 tables of data on P-3 related training system costs. (JBM)

ED 232 276 EA 015 838

Khan, Qamar Uddin
Manpower Aspects of Higher Education in India.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
REPORT NO.- IIEP-RR-30
PUB DATE- 79
AVAILABLE FROM- Publications, International Institute for Educational Planning, 7-9 rue Eugene-Delacroix, 75016 Paris, FRANCE (Order No. C.34; Frs. 10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Economic Development; *Educational Planning; Employment Patterns; Foreign Countries; Graduate Surveys; *Higher Education; Labor Force; Labor Force Development; Labor Market; Tables (Data); *Unemployment; Vocational Followup
IDENTIFIERS- *India

Using data from various published sources, this report reviews the growth of higher education in India over the last 30 years, analyzes employers' needs for higher education graduates since 1950, and suggests guidelines for involving educational planning with manpower planning. The author describes the growth of Indian higher education in the burgeoning of new institutions, in the increase of enrollments, and in the expanding of educational expenditures. Within the perspective of labor force characteristics as a whole, Indian Ministry of Labour statistics are used to show the past effects of employment trends on university graduates' success in finding jobs in their fields. The employment characteristics of a cohort comprising 1968 graduates are detailed, as well, in data drawn from the 1971 census. With primary education being universalized in India, it is argued, planning for higher education must include projecting labor market needs so that unemployment and underemployment of graduates might not dampen future economic expansion. The report thus argues for manpower planning as part of educational planning, to be balanced with the individuals' choices of career. Past Indian programs of manpower planning are described, and the present mismatch of employer needs and employee qualifications is documented. The conclusion contains suggestions

ED 232 290 EA 015 905

Working Together: Proceedings of a Leadership Conference for Private and Public School Administrators.
California State Dept. of Education, Sacramento.; Department of Education, San Francisco, Calif. Region 9.; San Francisco State Univ., Calif. School of Education.
PUB DATE- 13 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- *Administrators; Elementary Secondary Education; Higher Education; *Private Schools; *Public Schools
IDENTIFIERS- PF Project

A speech on federal priorities in education (Eugene Gonzales) and another on the importance of cooperation between public and private school officials (Charles J. O'Mallay) make up the major portion of the document. The speeches express the major themes of the conference. Ten pages provide brief summaries of the workshops on: (1) school district foundations; (2) stress/burnout; (3) quality circles; (4) uses of new technology in the classroom; (5) establishing dialogue between private and public schools; (6) exemplary instructional programs available through the National Diffusion Network (NDN); (7) preparation for an audit of a state or federal project; (8) instruction on clinical supervision; (9) funded services available; and (10) generalizations from research on more effective schools and teachers. The conference agenda and the names of the presenters and participants are given in the appendix. (JW)

ED 232 291 EA 015 906

Paulson, Terry L.
Procrastination.
Paulson & Associates, Inc., Agoura Hills, CA.

ED 232 306 EA 016 010

Strope, John L., Jr.
Extracurricular Activities: Legal Developments.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see EA 016 000.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Athletics; *Court Litigation; Elementary Secondary Education; *Extracurricular Activities; Federal Courts; School Law; State Courts; Student Rights; Student School Relationship

The authority that local school officials and state athletic and activity associations have over extracurricular activities is the subject of this survey of reported cases beginning in 1980. Legal developments are discussed in the areas of general transfer rules, transfers and private schools, ineligibility based on nonschool incidents, team and school penalties, participation by handicapped athletes, ineligibility based on age or length of attendance, and a number of unrelated miscellaneous cases. Although varying widely in facts and legal arguments, these cases illustrate that courts leave decisions to the vast discretion of schools and activity organizations. (MLF)

ED 232 307 EA 016 011

Bryson, Joseph E.
Conservative Pressures on Curriculum.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see EA 016 000.
LANGUAGE- English

ED 232 322 EC 152 587

Banbury, Mary M.

Mainstreaming: From Intent to Implementation.

American Federation of Teachers, Washington, D.C.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

PUB DATE- 82

GRANT- G007901295

AVAILABLE FROM- AFT Teachers' Network for Education of the Handicapped, 11 Dupont Circle, NW, Washington, DC 20036 (Item #470).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- Childrens Literature; *Disabilities; Elementary Secondary Education; *Individualized Education Programs; *Inservice Teacher Education; *Mainstreaming; *Peer Acceptance; Program Development; Resource Materials; *Student Attitudes; Student Needs; Student Placement

Suggestions to facilitate the reentry of the disabled student into the regular classroom are offered, and information on resource materials is presented. A chart lists mainstreaming materials for the normal child, children's books about handicaps, and teacher resource materials, along with the publishers' addresses, type of handicap, type of publication or audiovisual, grade level, and cost. The narrative section of the document discusses provisions of P.L. 94-142 and presents an interpretation of what mainstreaming is/is not. Additional contents include: 14 guidelines for integrating the exceptional child into the regular classroom; a list of procedures to analyze inservice staff needs; topic-centered and problem-oriented inservice objectives; and information for planning, organizing, and conducting inservice sessions. Examples are cited of fears, misconceptions, and attitudes that mainstreamed and nondisabled children have, along with examples of possible teacher responses. The following areas are also discussed: team roles regarding placement and instructional programming, and successful implementation and maintenance of the Individualized Education Program. An outline of modifications in the areas of instruction,

ED 232 336 EC 152 616

Blanton, Gloria H.
Social and Emotional Development of Learning Disabled Children.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior Modification; *Behavior Problems; Elementary Secondary Education; *Emotional Development; Hyperactivity; *Interpersonal Competence; *Intervention; *Learning Disabilities; Modeling (Psychology); *Psychological Patterns; Role Playing; Social Isolation

The social and emotional development of learning disabled students needs to be addressed in education programming effort. Social skills, which are essential to academic as well as social success, can be taught through such methods as role playing, games, grouping, puppetry, behavior modification, and problem-solving exercises. In addition, teachers, counselors, and other staff can learn additional techniques, such as life space interviewing, participant modeling, and mutual story telling. Social developmental problems may vary from disruptiveness to shyness, isolation, or withdrawal. The children may manifest low self-esteem, low frustration tolerance, anxiety, or depression. A wide variety of change methods may be useful with behaviors such as hyperactivity, distractibility, impulsivity, daydreaming, procrastination, and messiness. For example, asking the child to report disruptive classroom behavior to parents, and planning for feedback on this reporting, helps some children reduce disruptiveness. Another approach to change is structuring activities so that the withdrawn child is expected to interact in ways that the teacher is confident will be successful. Methods to promote age-appropriate behaviors include modeling, praise, contracting and point systems as a way of earning privileges, and positive self-verbalizations. The role of the family in providing support for socio-emotional stresses is important. (Author/SEW)

ED 231 937 CE 029 717

Training Program Evaluation Plan and Procedure.

National Alliance of Business, Inc., Washington, DC. Private Sector Initiative Program Clearinghouse.; Private Industry Council of Marin County, San Rafael, CA.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Feb 81
AVAILABLE FROM- PSIP Clearinghouse, 1015 15th Street, N.W., Washington, D.C. 20005.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Employment Programs; *Evaluation Methods; *Federal Programs; Federal Regulation; Flow Charts; Government Role; Guidelines; *Job Training; Postsecondary Education; *Program Evaluation; Questionnaires; Secondary Education; Training Objectives
IDENTIFIERS- Comprehensive Employment and Training Act; *Private Industry Councils; *Private Sector Initiative Programs

This guide was prepared by the Marin County Private Industry Council (PIC) to evaluate the nature, operation, and success of various training programs. Programs that can be evaluated with the procedures in this guide range from pre-employment or prevocational preparatory courses to specific employee skill education activities of all kinds that occur in schools, on the job, at home, or in a combination of these places. The following kinds of information are included in this plan: (1) the role of the Private Sector Initiative Program (PSIP) and the PIC in evaluating training activities, as set up by Title VII of the Comprehensive Employment and Training Act (CETA); (2) background of the training process; (3) the various forms in which training occurs; (4) goals of the training evaluation process; (5) training stages in which evaluation can occur; (6) the form of an evaluation procedure; (7) evaluator's survey questionnaire formats; (8) post-survey evaluation and followup steps; (9) program administration and management needs; and (10) samples of forms and materials. Samples, making up Appendixes A-D, include a training process flowchart, supporting documents, evaluation survey questionnaires, and regulatory background about CETA, the PSIP, and the PIC. (KC)

ED 231 952 CE 036 290

Hohhertz, Durwin
General Metal Trades. Book III. Units of Instruction. Teacher's Guide.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Apr 83
AVAILABLE FROM- Occupational Curriculum Lab, East Texas State University, Commerce, TX 75428.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Entry Workers; Guidelines; *Hand Tools; Industrial Arts; Job Skills; Learning Activities; Machine Tools; *Metal Working; Postsecondary Education; Secondary Education; *Sheet Metal Work; State Curriculum Guides; *Teaching Methods; Trade and Industrial Education; Units of Study
IDENTIFIERS- *Ornamental Iron Workers; Texas

This teacher's guide was developed to aid in presenting units on general metal trades to students in Texas. The units are intended to provide students with basic knowledge and skills for each area of instruction in the general metal trades, and with the basic entry-level skills they will need in order to enter industry as trained workers. This guide contains five units covering the following subjects: hand tools, fasteners, sheet metal basics, sheet metal fabrication, and ornamental ironwork. Each unit includes most or all of these basic components of a unit of instruction: performance objectives, suggested teaching activities, information sheets, transparency masters, assignment sheets, job sheets, unit tests, and answers to unit tests. Directions to the teacher on how to use the materials, as well as references for further information, are included. (KC)

ED 231 953 CE 036 312

Health Occupations Education. Units of Instruction. Teacher's Guide. Volume I.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational

ED 231 966 CE 036 348

Royle, Marjorie H.
First-Term Attrition among Marine Corps Women: Some Associated Factors.
Navy Personnel Research and Development Center, San Diego, Calif.
REPORT NO.- NPRDC-TR-83-22
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Dropout Attitudes; *Dropout Characteristics; Dropout Research; *Dropouts; Employment Patterns; *Entry Workers; *Females; Followup Studies; Influences; Job Satisfaction; *Labor Turnover; Longitudinal Studies; *Military Personnel; Work Attitudes
IDENTIFIERS- *Marine Corps

Because the first term attrition rate for enlisted Marine Corps women is nearly 50 percent, or about twice that for comparable men, a study was undertaken to identify factors that might be related to this high attrition rate. During the study, the following three data sets were analyzed: historical master files and recruit accession management system files, a three-year follow-up on a recruit-training attrition study of 196 women that used expectations to predict attrition, and a job satisfaction survey administered to 1,369 Marine Corps women. While the results of the study indicated that most of the difference in post-recruit training attrition between men and women was due to pregnancy, the data did not support the hypothesis that women are becoming pregnant in order to be discharged. Because factors associated with Marine Corps experience, particularly in the work setting, appeared to be related to attrition, recommendations were made calling for additional investigation of these experience factors. Other recommendations emerging from the study included training in sex education and life-decision making, placement of women in units with at least one other woman, and use of information on women's interests in sports and nontraditional activities when recruiting. (Author/MN)

ED 231 967 CE 036 352

ED 231 981 CE 036 396

Harris, Richard
Microcomputer & Software Use in Michigan's Vocational-Technical Facilities: A Status Report.
Ferris State Coll., Big Rapids, MI. Center for Occupational Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Audiovisual Aids; *Computer Assisted Instruction; Computer Oriented Programs; *Computer Programs; Educational Facilities; Guidelines; Information Networks; *Instructional Materials; *Media Selection; *Microcomputers; Postsecondary Education; Program Administration; Recordkeeping; Secondary Education; State Programs; *Vocational Education
IDENTIFIERS- *Michigan

This report is intended to help Michigan's vocational and technical teachers and administrators make decisions regarding the purchase of microcomputer hardware and software for professional use. Addressed in a discussion of computer hardware are current and planned inventories of microcomputer hardware located in the public vocational and technical facilities in Michigan, mainframe accessibility, and trends in the networking of microcomputers in the state. An examination of the uses of software in Michigan covers the following topics: identified activities (administrative, instructional support, and general instructional activities) and software use in vocational programs (agricultural, business, distributive, health occupations, home economics, and trade and industrial education). Provided next is a software guide that includes a source guide, a description of the state's tri-county computer consortium, and lists of software available in each of the above-mentioned educational program areas. A summary of the major findings of the hardware and software and a list of recommendations concerning the use of microcomputer hardware and software conclude the report. (MN)

ED 231 982 CE 036 3[illegible]

states should provide inservice training to familiarize teachers and counselors with the occupational system and should expand delivery of the system to diverse subpopulations. (MN)

ED 231 994 CE 036 427

Sum, Andrew M.; Harrington, Paul E.
Occupational Information Needs for CETA Prime Sponsor Policymaking, Planning, and Program Operations.
Research Triangle Inst., Durham, N.C.
SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.; North Carolina State Occupational Information Coordinating Committee, Raleigh.
PUB DATE- Mar 81
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adult Vocational Education; Career Education; Employment Opportunities; Employment Programs; Employment Projections; Federal Legislation; *Federal Programs; *Information Needs; Information Sources; Information Utilization; Job Training; Labor Force; *Labor Needs; *Occupational Information; *Policy Formation; Program Administration; Program Design; *Program Development; Program Evaluation; Vocational Education
IDENTIFIERS- *Comprehensive Employment and Training Act; Prime Sponsors

This report on labor force and occupational information needs of Comprehensive Employment and Training Act (CETA) prime sponsors begins with a description of the CETA legislation and programs. The role and use of this information in CETA policy-making and program planning is addressed. Chapter 2 reviews the prime sponsor planning process for CETA programs, the planning process for CETA Title I and II programs under the 1973 legislation, the major changes in the planning process brought about by the 1978 amendments, and the roles of advisory councils and the Employment and Training Administration. Chapter 3 describes informational requirements for targeting CETA resources, designing the employment and training services mix, selecting occupational areas for training, designing a training program curriculum, developing unsubsidized jobs for program trainees, and evaluating short- and long-term program performance. Desirable characteristics of industrial and occupational data are reviewed. Chapter 4 reviews and critically examines the available data sources. Information is provided on the geographic coverage,

ED 232 009 CE 036 459

Reading in Postsecondary Occupational Education: Faculty Development Resource Manual. Basics of Career Program Achievement: Emphasis on Reading.

State Univ. of New York, Albany. Two Year Coll. Student Development Center.

PUB DATE- Sep 81

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Cloze Procedure; College Faculty; *Content Area Reading; *Faculty Development; Inservice Teacher Education; *Postsecondary Education; Program Evaluation; *Readability; Readability Formulas; Reading Comprehension; Resource Materials; *Study Skills; Teacher Workshops; Textbook Evaluation; Textbook Selection; Two Year Colleges; *Vocational Education

Intended as a resource of staff-tested activities for two-year college faculty, staff, and administrators, this manual is a compilation of representative materials from training workshops conducted, as a professional development project, to increase instructor skills and knowledge regarding intervention in reading deficiency of postsecondary occupational education students. Part A identifies workshop participants and summarizes their local inservice programs. Materials on readability procedures found in the second section are an overview of readability procedures, the Fry and Flesch readability formulas, a summary of readability estimates, computerized readability estimates, a guide for considering textbooks, a textbook selection checklist, a textbook evaluative rating scale, a readability checklist, and a student textbook use and attitude survey. Part C contains materials on Cloze procedures, including an overview, an inservice module on use of Cloze for evaluating student reading levels, and Cloze samples. Contents of part D on reading study strategies are: reading-related study techniques, prereading instruction, textbook preview, use of vocabulary skills in teaching career content, guidelines for teaching paragraph comprehension, use of guide questions in reading content, sample reading study guides, materials on SQ3R (Survey, question, read, recite, review), and an inservice module on helping students read texts. The final section contains instruments for evaluating professional development programs and outcomes of reading

ED 232 022 CE 036 479

Employment of the Handicapped. Resource Guide.
Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- OSERS-82-22010
PUB DATE- Oct 82
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTIONS- Accessibility (for Disabled); *Disabilities; Employment; *Employment Opportunities; Employment Practices; *Employment Programs; *Equal Opportunities (Jobs); Information Sources; Job Development; Physical Mobility; Program Descriptions; Resources; *Technical Assistance; *Vocational Rehabilitation

This guide identifies resource organizations, agencies, and federal publications that provide information on employment of and employment services for handicapped persons. The first three sections contain brief summaries of (1) programs to assist disabled persons in obtaining employment, (2) programs creating job opportunities for disabled persons, and (3) programs regulating policies concerning employment of disabled persons. Their services are described and addresses and/or telephone numbers are provided. In the case of local offices, information on how to contact the program is given. The fourth section for employers contains information on finding handicapped applicants, tax benefits for employers of disabled persons, and resources on architectural barrier removal. A section on information resources and technical assistance is divided into these areas: general, homebound disabled persons, relevant holdings of databases, statistics/surveys, and vocational rehabilitation. For each organization, agency, retrieval system, or database, this information is provided: address, telephone number, and a description that includes its focus, services, and publications. The publications section contains annotations of materials from federal sources. Costs and availability are cited. Appendixes provide addresses of state vocational rehabilitation agencies, governors' committees on employment of handicapped persons, and regional labor offices. (YLB)

ED 232 036 CE 036 511

Lombana, Judy H.
Success for Learning Disabled Students. Sources to Upgrade Career Counseling and Employment of Special Students.
Florida State Univ., Tallahassee. Center for Studies in Vocational Education.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Career Counseling; Career Planning; *Counseling Techniques; *Counselor Role; Educational Diagnosis; *Educational Resources; Job Placement; *Learning Disabilities; *Mainstreaming; Normalization (Handicapped); Parent Student Relationship; School Counseling; Secondary Education; Student Evaluation
IDENTIFIERS- Florida

As one of the publications of the Florida Sources to Upgrade the Career Counseling and Employment of Special Students (SUCCESS) Project, this guide is designed to provide school counselors, occupational specialists, and other guidance personnel with basic information and listings of resources concerning the career guidance needs of handicapped students. This handbook addresses the special needs of students with learning disabilities. The first five of the guide's six chapters cover the following topics: the counselor and learning disabled students, diagnosing learning disabilities (including a list of appropriate tests), counseling learning disabled students, working with parents, and career planning and placement. The sixth chapter lists resources available for working with learning disabled students. A bibliography completes the handbook. (KC)

ED 232 037 CE 036 513

Hall, Eugene R.; And Others
Knowledge Retention among Graduates of Basic Electricity and Electronics Schools.
Naval Training Analysis and Evaluation Group, Orlando, Fla.
REPORT NO.- TAEG-TR-149

ED 232 051 CE 036 574

The Community and Continuing Education Information Service Resource Catalog.
New York State Education Dept., Albany. Div. of Continuing Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Abstracts; Adult Basic Education; Adult Counseling; *Adult Education; Annotated Bibliographies; Career Education; *Community Education; Continuing Education; English (Second Language); Evaluation; *Lifelong Learning; Literacy Education; Program Administration; *Program Development; Program Evaluation; *Teacher Education; Teaching Methods; *Volunteers
IDENTIFIERS- *Community and Continuing Educ Information Service

Intended for adult, community, and continuing education personnel, this catalog contains citations of 345 resources in the Community and Continuing Education Information Service (CCEIS). The citations are those selected as being of the most value to the operation and further development of community and continuing education programs. Information is provided on use of the catalog both to verify that a specific resource is in the CCEIS collection and for general information on a specific topic. Document resumes are arranged numerically by shelf number. Each resume includes this information: corporate author, title, publisher/source, year of publication, notes, subject descriptors, and an abstract. Author, institution, title, subject descriptor indexes, and a subject descriptor list are provided. Representative subject areas include adult basic education, adult counseling, adult education, career education, community education, continuing education, counseling, English as a second language, evaluation, lifelong learning, learning processes, literacy education, program development, program evaluation, second language instruction, teacher education, teaching methods, and volunteers. (YLB)

ED 232 052 CE 036 580

Guenthner, Reuben T.

implications of the models for theory and research. Roger Myers, in the third paper ("Computerized Approaches to Facilitating Career Development"), depicts the state of the art of computerized approaches to career development. Distinguishing between computer-based information and guidance systems, he shows how the latter use both cognitive theory and decision-making theory to contribute to the process of career choice. The compilation concludes with an extensive list of references. (SK)

ED 232 065 CE 036 764

Deems, Richard S.

Career Development in Adult Basic Education Programs. Information Series No. 263.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 83

CONTRACT- 400-81-0035

AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (Order No. IN263).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTIONS- *Adult Basic Education; *Career Development; Career Planning; Demonstration Programs; *Disadvantaged; *Job Search Methods; Program Development; Self Actualization; Self Concept; *Self Evaluation (Individuals)

IDENTIFIERS- *Life Planning

The purpose of this monograph is to describe a model for the infusion of career development in adult basic education (ABE) programs and to provide guidelines for program administrators and facilitators. Career development theory is applied to adults, and the specific career needs of ABE students--who are apt to be from disadvantaged backgrounds--are delineated. A description of socioeconomic changes affecting the nature of work highlights their effects on employment opportunities for the disadvantaged and undereducated. A review of systematic career development processes concludes by stressing their importance for ABE students. The model

ED 232 079 CG 016 773

Dunn, Christopher S., Ed.; Steadman, Henry J., Ed.
Mental Health Services in Local Jails: Report of a Special National Workshop. Crime and Delinquency Issues: A Monograph Series.
National Inst. of Mental Health (DHHS/PHS), Rockville, MD. Center for Studies of Crime and Delinquency.
SPONS. AGENCY- Department of Justice, Washington, D.C. National Inst. of Justice.; National Inst. of Corrections (Dept. of Justice/LEAA), Washington, D.C.
REPORT NO.- DHHS-ADM-82-1181
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - General (140)
DESCRIPTIONS- *Correctional Institutions; Criminal Law; Delinquency; Delivery Systems; Humanistic Education; Intervention; Mental Disorders; Mental Health; *Mental Health Programs; Models; Needs Assessment; *Prisoners; *Psychological Needs; *Psychological Services; Psychotherapy

This document presents papers prepared for the 1978 Special National Workshop on Mental Health Services in Local Jails. The articles provide information on several topics: (1) the nature and extent of mental health needs in local jails; (2) assessment and intervention approaches for addressing these needs; (3) mental health service delivery systems and models that are currently in use; (4) legal issues, responsibilities, and constraints involved in providing mental health services in jails; and (5) needed future action, research, and training efforts. The nine papers presented are: (1) On "Demons" and "Gaols": A Summary and Review of Investigations concerning the Psychological Problems of Jail Prisoners; (2) Service Delivery Models: A Summary of Examples; (3) Providing Mental Health Services to Jail Inmates: Legal Perspectives; (4) Psychological Assessment in Jails: Implementation of the Standards Recommended by the National Advisory Commission on Criminal Justice Standards; (5) Intervention Models for Mental Health Services in Jails; (6) Juveniles in Jail: Special Issues for a Population Subgroup; (7) The Labeling and Treatment of Mental Illness in Jails: A Theoretical Discussion; (8) Jails and Mental Health: Suggestions Toward a Research Agenda; and (9) A Research Agenda for Mental Health Services in Local Jails. The final section presents issues and recommendations generated by the workshop. A list of workshop participants is appended. (WAS)

ED 232 094 CG 016 788

Stevenson, Robert T.; Courtenay, Bradley C.
The Relationship between Religiosity and Attitudes of Nurses Aides toward Sexual Expression by Older Adults in Nursing Homes.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Age Discrimination; Attitude Measures; *Negative Attitudes; *Nurses Aides; Nursing Homes; *Older Adults; Predictor Variables; *Religious Factors; *Sexuality
IDENTIFIERS- Aging Sexuality Knowledge and Attitudes Scale

Systematic research on attitudes of nursing home staff toward the sexual expression of older residents is sparse and of recent origin. In order to determine the relationship between the degree of religiosity (religious commitment) of nursing home aides and their degree of tolerance concerning sexuality and aging, female nursing assistants (N=101) from randomly selected nursing homes in Georgia completed the Aging Sexuality Knowledge and Attitudes Scale (White, 1980) and the Religiosity in 5-D Scale (Faulkner and De Jong, 1966). Data analysis indicated that aides who were more religious had less permissive attitudes toward sexuality and aging. Analysis of a six-variable regression equation, developed to predict attitude scores on sexuality and aging, showed that the strongest predictor of permissive attitudes was church membership, followed by nursing home size, educational level, marital status, religious ritualism scores, and age. The results seem to suggest that the behavioral aspects of religiosity (those concerned with ritual and social involvement), rather than the ideational aspects (those concerned with belief, feeling, experience, and knowledge), are most predictive of permissive attitudes toward sexuality and aging. (AG)

ED 232 095 CG 016 789

Maurer, Janet F.
Reported Stress of College Seniors as a Function of Gender and Sex Role Orientation.

recommendations program; and (4) a listing of organizations which have offered summer schools, institutes or programs in graduate or undergraduate education in alcohol/drug education. The appendices include a brief history of NIDA'S National Training System, and a listing of the regional despository libraries in each state which have copies of the 26 national level drug abuse training course packages. (MCF)

ED 232 109 CG 016 803

Crabtree, Michael
School District Drug and Alcohol Study.
PUB DATE- Aug 80
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Adolescents; Drinking; *Drug Abuse; Drug Education; *Drug Use; Elementary Secondary Education; Health Programs; High Schools; Marihuana; Narcotics; *Preadolescents; Program Development; Sedatives; Smoking; Stimulants; *Student Behavior; *Student Characteristics; Student Problems

Marijuana and alcohol use by high school students has continued to increase through the latter part of the 1970's. To gain information on the extent of this problem in their area, a school district in rural western Pennsylvania approved a study of drug and alcohol usage by the school district's 2,200 students. For reasons of confidentiality, all words and names that would identify the school district have been removed from the report (and replaced by an "X" in the text). Specific purposes of the study were to collect data on student drug and alcohol use, to find factors related to such usage, and to lay the groundwork for designing a program to deal with drug and alcohol problems. A random sample of one-half of the students in the 6th, 8th, 10th, and 12th grades (N=296) was selected to complete a 40-item questionnaire which covered these areas: personal data, community drug and alcohol information, and personal experience with drugs and alcohol. A nonexistent drug (phenohalides) was included in the questionnaire as a validity check on students' responses. Statistical analyses revealed, among other results, that drug and alcohol use by seniors at this high school generally paralleled national levels of use; however, usage by 10th graders was greater than that by the seniors, suggesting that the drug problem will get worse before it decreases. Recommendations were that a drug and

ED 232 123 CG 400 174

Marsico, John; Nelson, Judith
A "Do It Yourself Kit" for Implementing a High School Peer Counseling Program in Three Easy Steps!
Jefferson County School District R-1, Lakewood, Colo.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Counselor Training; Group Counseling; Guidelines; High Schools; *Peer Counseling; Program Implementation
IDENTIFIERS- PF Project

Selected high school sophomores and juniors at Pomona Senior High School in Arvada, Colorado, are trained in counseling and group communication skills in order to be able to facilitate small peer groups in elective classes. The purpose is to help students find personal meaning in their lives and be more successful in school. An attempt is made to use the growth facilitating conditions developed by Carl Rogers: congruence, empathy, positive regard, and the ability to communicate all three of these. Titles of four books and two audiovisual aids conclude this brief document. (JW)

CS

ED 232 124 CS 007 089

Veatch, Jeannette
The Case for the Language Experience Approach and Individualized Reading.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

ED 232 139 CS 007 221

Pehrsson, Robert S.
Organizing: Key to Reading and Writing.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers. "Papers Presented at..." (150)
DESCRIPTIONS- *Beginning Reading; Elementary Secondary Education; Models; Paragraph Composition; *Reading Comprehension; *Reading Instruction; *Reading Processes; *Teaching Methods
IDENTIFIERS- *Reading Writing Relationship; *Semantic Organizers

To avoid confusing children, a reading approach from the very beginning should stress logical relationships based on experierces. Drilling words, sounds, or even sentences should be avoided since these practices lead to deviant schemes. A lifetime scheme involves teaching a child a process. Children need to learn a process by which they can organize ideas in order to produce or comprehend. The semantic organizer approach is such an attempt to help children internalize theoretically models of proficient readers and writers. It is the link between cognitive organization and written syntactic structures. A semantic organizer describes the basic concept. There are six different types of semantic organizers: (1) realia clusters which make use of real objects that children organize around a central topic; (2) picture clusters, which involve only pictures; (3) verb clusters, which are composed of a single verb with pictures and later, nouns related in a diagram; (4) noun clusters, which involve both nouns and verb phrases; (5) concept clusters, which are less structured and represent relationships of ideas to a topic without much regard to the type of words used; and (6) episodic clusters, which demonstrate relationships of events over time. Prior to writing a paragraph, a student can be taught to organize ideas logically without becoming concerned simultaneously with the syntactic issues involved in the writing of sentences. Then the student can concentrate on how the ideas will be structured into sentences. Organization is the key to retrieval; hence, memory (and therefore, comprehension) is assisted if a student is taught to store information components in an organized retrieval scheme. (HOD)

ED 232 155 CS 207 553

Rish, Shirley; Lapidus-Saltz, Wendy
Writing Across the Curriculum: Writing Assignments. TWI Resource File.
University of Southern California, Los Angeles.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTIONS- Art History; Biology; Business Education; Chemistry; *Content Area Writing; Fine Arts; Philosophy; Postsecondary Education; Psychology; Secondary Education; Sociology; United States History; *Writing Exercises
IDENTIFIERS- PF Project; *Writing across the Curriculum

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: If you teach a composition class which is affiliated with a subject-matter course, one of the following assignments may be appropriate for your students. If, on the other hand, you teach a traditionallly constituted composition class, you might give your students the entire list with instructions to select an assignment for which they can draw material from one of their other courses. Some of the assignments, the one for biology, for example, can be adapted to other courses. BIOLOGY: Compare all or part of a lay work, for example, Lewis Thomas' "Lives of a Cell" or Aldo Leopold's "Sand County Almanac," with a technical discussion of a related area in your biology textbook. Discuss the functions of each work, any conflicts or complementary areas, authors' attitudes, points of view, tone. (Adapted from Jon Olson, University of Southern California.) AMERICAN HISTORY: Point out some differences in the Colonial American North and South, such things as the geography or the educational system. Then select one aspect and relate it to future events and/or attitudes in America. Discuss your main topic in depth, including important ideas, events, or other factors which influenced the situations and developments you are writing about. SOCIOLOGY: Place yourself in a situation where you are outside your "group" (ethnic, socio-economic, age, religious, educational, etc.). Then compare/contrast the group you are visiting with the group of which you are a member. What do you observe? Be as non-judgmental as possible in describing what you see and hear. Discuss several areas briefly and then deal in depth with one you consider especially significant. PSYCHOLOGY: Ask advice on the same matter from at least

ED 232 170 CS 207 657

Larkin, Ernest F.
Using the Microcomputer for Advertising Research Presentations.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Advertising; Classroom Techniques; *Computer Assisted Instruction; *Computer Graphics; Course Descriptions; Higher Education; Journalism Education; *Microcomputers; Public Speaking; *Research Reports; Technical Writing
IDENTIFIERS- Apple II

A midwestern university is testing a program that uses the Apple II computer to help students in an advertising research course develop their skills in preparing and presenting research reports using computer generated graphics for both oral and written presentations. One of the course requirements is the preparation of a final project, including a research report based on data that have been provided in the form of computer printouts. Use of the Apple computers allow the students to improve the quality of their presentations. Two software programs are needed for the Apple II to develop charts and graphs that can be used in both oral and written presentations: Apple Business Graphics, designed to enable the user to create charts and graphs based on research data; and Screen Director program, designed to enable the user to create a computer generated "slide show" using the charts and graphs created by the business graphics program. Several benefits have been derived from the experiments using this system. First, students discover new ways in which the computer can be used to help in solving advertising related problems. Second, students are given the opportunity to make formal presentations, thus helping them both overcome some of their fear of speaking before groups, and develop a presentation that covers the important points quickly and clearly. Finally, students learn the importance of a well planned and well-designed research report. (HTH)

ED 232 171 CS 207 658

Babbili, Anantha Sudhaker
The Problem of International Discourse: Search for Cultural, Moral

ED 232 186

CS 207 705

Schwartz, Thomas A.
A First Look at Sandra Day O'Connor and the First Amendment.
PUB DATE- 8 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Attitudes; *Content Analysis; Court Judges; *Court Litigation; Federal Courts; Females; *Freedom of Speech; Journalism; Media Research
IDENTIFIERS- *First Amendment; *O Connor (Sandra Day)

First Amendment students were unhappy to see Supreme Court Justice Potter Stewart retire because his voting record demonstrated a favorable attitude toward freedom of speech and press. His replacement, Sandra Day O'Connor, was predicted to be a conservative or moderate who probably would vote consistently with Stewart in other areas, but her predilections about freedom of expression were unknown. In 184 cases in her first term and a half, O'Connor tended to side with the conservative justices in both First Amendment and other cases. Her decisions and opinions articulate a view that the role of the Court is limited and that deference to the states and to the political branches of the federal government should be the norm. In 23 free speech and press cases, O'Connor tended to side with the majority and with conservative justices. Her assertions of the values in the First Amendment pale in comparison with those of Stewart and other justices. Previous justices have developed a better appreciation for the First Amendment over time, but O'Connor has not leaned in that direction and may have an especially difficult time in doing so because of her "first women justice" status. (Author/HTH)

ED 232 187

CS 207 706

Burd, Gene
The Co-Existence of Qualitative Studies and Social Science: Toward Parity and Detente?
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Bartel, Roland
Metaphors and Symbols: Forays into Language.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-3147-6
PUB DATE- 83
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 31476, $5.25 member, $6.50 non-member).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *English Instruction; Higher Education; Language Arts; Language Enrichment; Language Usage; *Metaphors; Secondary Education; Symbols (Literary)

Intended to introduce students to the most dynamic aspects of language and to help them see the metaphors of poetry from a perspective beyond poetry, this book offers background information for class discussion on the pervasiveness of metaphors, giving examples of how metaphors underlie folk expressions, proverbs, riddles, cliches, and slang, and how they can shape perception of public issues. The six chapters discuss the following topics: (1) popular metaphor; (2) humor in metaphor; (3) literal comparisons and the enticement of metaphor; (4) the metaphors of poetry; (5) identifying symbols and distinguishing them from metaphor; and (6) the ultimate significance of metaphor, symbol, and language. (HTH)

ED 232 203 CS 207 756

Tillinghast, Diana Stover; Visvanathan, Nalini
The Electronic Newspaper: Building a Profile of Potential Users.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Computers; Females; Futures (of Society); Information Sources; Males; *Media Research; *Newspapers; Reader Response; Sex Differences; *Student Attitudes; Technological Advancement; *Videotex

A study was conducted to determine how a population viewed the prospect of receiving news and information electronically. Subjects were 529 students attending Stanford University (California) in the heart of the "Silicon Valley" computer industry. The survey was

ED 232 218 CS 504 214

Moen, Mary
Creating Teaching in the Media Classroom.
Wisconsin Communication Association.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTIONS- Activity Units; Communications; *Course Content; Learning Activities; *Mass Media; *Mass Media Effects; Programing (Broadcast); Radio; Secondary Education; Speech Communication; Speech Instruction; *Teaching Methods; Television

Four reasons why a media course is valuable to students are: (1) mass communication is an important part of their present and their future; (2) students need to know to what degree the media affect and reflect their sense of morality, political decisions, buying habits, and general way of life; (3) students need to know what opportunities and responsibilities they have in shaping the media; and (4) students need a creative learning experience in studying about the media. Keeping these goals in mind, there are a number of "mini-activities" the media teacher can use that revolve around a study of advertising, radio today, early radio, television programing content and criteria, broadcast news, the effects of television upon its audience, and the future of telecommunications. Such activities include having students find an article about the media and writing two paragraphs about it; having students watch a newscast and taking rotes on the order of stories, the amount of time given each story, and so forth; having students write and tape a 30-second radio commercial for a specific target audience; having students analyze television programing; and having students write to someone in the media. Through such activities, students can come to realize the enormous power for good and evil that has been given to the electronic world of the media. (HOD)

ED 232 219 CS 504 246

Stano, Michael
The Critical Incident Technique: A Description of the Method.
PUB DATE- Apr 83
LANGUAGE- English

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication Skills; Higher Education; *Language Usage; *Organizational Communication; *Speech Communication; Teacher Attitudes; *Teacher Role; *Technical Writing
IDENTIFIERS- *Jargon

Students readily pick up occupational jargon from their special interests and studies. Nevertheless, the education and culture of teachers of communication typically have stressed the outright rejection of jargon of all kinds in the interests of honesty, directness, clarity, and economy of statement. Supporting the teachers ideologically are the critics of language. For them, jargon is almost always cast in the role of either buffoon or villain. Perhaps predictably, the attitudes of the authors of business and technical communication textbooks are similar to those of the teachers. However, jargon is (and always has been) indispensible to communication within a group of specialists. Therefore, the issues involving jargon should be faced by teachers of communication at every level. They should inform themselves about these issues and bring them before their students. Teachers should take a curious and realistic look at various kinds of jargon, try to distinguish the characteristics of each, the motiviations of their users, and their effects on audiences. Teachers should be aware of the background of jargon and how deeply woven it is in the fabric of American life and values. All of the resultant understandings should be placed before students and reinforced with exercises. Good jargon accomplishes the writer's purpose; bad jargon does not. Students should be given the kind of instruction that will help them to make informed judgments about using jargon in their communication. (HOD)

ED 232 235 CS 504 304

Sullivan, LeRoy L.
Compressed Speech Technology: Applications for Special Need Learners. EXCEL (EXChange for Enrichment of Learning) Report.
Arkansas Univ., Little Rock. Office of Instructional Development.
PUB DATE- Nov 82
AVAILABLE FROM- Office of Instructional Development, University of Arkansas at Little Rock, University Ave., Little Rock, AR 72204 ($1.00, duplication and mailing fee).

perceptions of the employment situation (its relation to training, for example, and the degree of job mobility) and employers' views of the labor pool (including recruitment problems and hiring criteria)--draw out the relationships between types and levels of education and job market offerings. Finally, implications are noted for the reform of educational planning in order to improve the employment outlook for university graduates. (JW)

ED 232 249 EA 015 794

Teichler, Ulrich; Sanyal, Bikas C.
Higher Education and the Labour Market in the Federal Republic of Germany.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
REPORT NO.- ISBN-92-803-1103-4
PUB DATE- 82
AVAILABLE FROM- IIEP Publications, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris, France (Order No. C.55; 60 francs).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143) Books (010)
DESCRIPTIONS- *Educational Development; *Educational Planning; Education Work Relationship; Employment Patterns; Foreign Countries; Higher Education; Job Training; *Labor Market; Tables (Data)
IDENTIFIERS- *West Germany

Reviewing the trends in employment statistics and higher educational planning in postwar Western Germany, the authors emphasize the role of political policy as they trace the development of the mixed use of both market-orientation and the more traditional research-orientation in preparing higher education students for the job market. After a discussion of the study's presuppositions, structural and quantitative information is presented on the educational system, the labor market, and the economic trends of the recent past. An explanation of the German view of public responsibility for educational planning relates the expansion of the higher education system (universities and short-cycle institutions) to the needs of the labor market and to the ongoing political debate about educational policy. The policy debate, it is noted, revolved around employment issues and has resulted in recent compromises in educational planning in such areas as admissions, job recruitment,

ED 232 263 EA 015 810

Licopoli, Lorenzo
Local School District Implementation of State Mandated Educational Regulations, the Least Restrictive Environment Provisions: Implications and Recommendations for Policy Makers and Educators.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; *Compliance (Legal); Disabilities; *Educational Legislation; Educational Quality; Elementary Secondary Education; *Mainstreaming; Mental Retardation; Program Effectiveness; Program Evaluation; *Program Implementation; School Administration; Special Education; *State School District Relationship; *Student Placement; Teacher Administrator Relationship
IDENTIFIERS- *New York

In case studies of four upstate New York counties, school districts were ranked according to their implementation of state-mandated educational regulations, including the percentage of handicapped students receiving their education in districtwide programs. Findings reveal that officials from all districts perceived state official communications as confusing and contradictory. As a result, district superintendents viewed federal and state intervention negatively. Local officials from the two high percentage districts (A and C) felt their school staff were cooperative and responsive to district policy, in contrast to those in low percentage districts (B and D). While districts B, C, and D co-opted state requirements to fit existing organizational structures, district A adapted its policies and structures to meet the requirements. Although all districts were in compliance with state-mandated administration procedures, local officials from each district remarked on the need for constructive reviews of program quality. Findings suggest that while policy makers should provide means for assessing the actual quality of educational programs delivered to the handicapped, educators should encourage and seek the involvement of district personnel in their program operations. Further tasks for educational researchers include intensive analysis of a reputedly successful district and investigation of programs for handicapped students within their placement setting. (JBM)

ED 232 264 EA 015 811

for an employment-oriented educational policy and a better relationship to general economic policy. (JW)

ED 232 277 EA 015 839

Asayehgn, Desta
The Role of Women in Tanzania: Their Access to Higher Education and Participation in the Labour Force.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
REPORT NO.- IIEP-RR-33
PUB DATE- 79
AVAILABLE FROM- Publications, International Institute for Educational Planning, 7-9 rue Eugene-Delacroix, 75016 Paris, France (Order No. C.35; 10 francs).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Access to Education; *Educational Discrimination; Employed Women; Employment Opportunities; Employment Patterns; Employment Statistics; *Equal Opportunities (Jobs); *Females; Foreign Countries; Higher Education; Income; *Occupational Surveys; Sex Discrimination; Sex Fairness; Sex Role; Sex Stereotypes; *Socioeconomic Background; *Student Characteristics; Tables (Data)
IDENTIFIERS- *Tanzania

A self-administered questionnaire given to 526 postsecondary students and 424 employed university graduates (with degrees awarded since 1968) provides data on the participation of Tanzanian women in higher education (where their numbers declined from 13 to 8 percent of the student population between 1970 and 1975) and in the work force. Research shows that Tanzanian women students are more likely than men to come from more developed regions, reside in urban areas, have relatively well-educated and highly paid parents in professional or administrative occupations, and be enrolled in courses that reflect stereotypical ideas of women's role. Though women initially earn as much as men, they wait longer for initial employment, and pay differentials between the sexes increase over time in favor of men. The study emphasizes the social liabilities of denying women access to higher education. Remedies include encouraging women from lower socioeconomic backgrounds and less developed regions to attend school; urging women to specialize in science and mathematics; changing hiring practices, salary structures, and promotion policies; and providing child care

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Administrator Guides; *Behavior Change; Behavior Patterns; *Change Strategies; Self Control; *Time Management
IDENTIFIERS- PF Project; *Procrastination

Four areas of procrastination discussed in this article are: (1) the perfection trap; (2) the need to avoid avoidance; (3) the completion trap; and (4) the failure to prioritize. Included are an explanation of each area, examples of reasons people put off tasks, and methods of coping with procrastination. (EM)

ED 232 292 EA 015 907

Sweeney, James
Highlights from "Research on Effective School Leadership."
Association for Supervision and Curriculum Development, Alexandria, Va.
PUB DATE- Feb 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Journal Articles (080)
DESCRIPTIONS- Administrator Role; Educational Research; Elementary Secondary Education; *Leadership Styles; Literature Reviews; *Principals; *School Effectiveness
IDENTIFIERS- *Leadership Effectiveness; PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Effective schools have effective leaders. Much of what the school does to promote achievement is within the principal's power to influence and control. Specifically, there are six leadership behaviors that have been consistently associated with schools that are well managed and whose students achieve. Effective principals: 1. EMPHASIZE ACHIEVEMENT. They give high priority to activities, instruction, and materials that foster academic success. Effective principals are visible and involved in what goes on in the school and its classrooms. They convey to teachers their commitment to achievement. 2. SET INSTRUCTIONAL STRATEGIES. They take part in instructional decision making and accept responsibility for decisions about methods, materials, and evaluation procedures. They develop plans for solving students' learning problems. 3. PROVIDE AN ORDERLY

Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Censorship; *Court Litigation; *Creationism; *Curriculum Development; Elementary Secondary Education; *Evolution; Federal Courts; Instructional Materials; *Politics of Education; Religious Cultural Groups; School Law; School Libraries; State Church Separation; State Courts
IDENTIFIERS- *New Right; Secular Humanism; Supreme Court

Pressure on the public schools is coming from conservative New Right religious-political groups. Their concerns focus on: (1) secular humanism--a Godless form of religion that the public schools are alleged to be teaching; (2) scientific evolution versus creationism--the balanced treatment statute; (3) Bible clubs and prayer in the classroom; and (4) censorship of textbooks, library books, and instructional materials. In the first area, courts have ruled that secular humanism cannot be Godless and be a religion and, in the most recent litigation, ruled that teaching evolution is not secular humanism. Scientific creationism has a background of litigation. A new form of the concept in statutes requiring a balanced treatment between scientific evolution and scientific creationism has been declared unconstitutional in Arkansas, has been referred to the Louisiana state court, and at present is a legislative proposal in some 19 other states. In matters of censorship the courts most often favor school boards but become involved when the following constitutional issues are in question: (1) academic freedom of teachers, (2) students' right to read and receive information, (3) parents' right to direct their children's education, and (4) violation of the establishment of religion clause. (MLF)

ED 232 308 EA 016 012

Wilson, James L.
Parental Liability for Student Vandalism.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see EA 016 000.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Court Litigation; Elementary Secondary Education;

materials, and environment is included to promote academic integration of the exceptional child. A sample student information form is presented as a guide to structuring a consultation session. Another form, designed to provide for on-going communication between the regular class teacher and support personnel, is included. (SEW)

ED 232 323 EC 152 588

Serving Virginia's Children with Special Needs: A Description of the Costs of Care, Education, and Treatment in the Public and Private Sectors.

Virginia Coalition of Children's Residential and Special Education Facilities.

PUB DATE- Mar 82

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTIONS- Comparative Analysis; *Day Programs; *Disabilities; Elementary Secondary Education; Information Needs; Operating Expenses; *Private Agencies; *Program Costs; *Public Agencies; Public Policy; *Residential Care; Services; Special Education; State Surveys

IDENTIFIERS- *Virginia

Issues and data on the costs of public and private services for special needs children in Virginia are examined, based on a study conducted during the 1981-1982 fiscal year. Attention is directed to special services provided in separate facilities and to the cost per child per day, and the number of children receiving services at these unit costs. The data are presented in two general sections: special residential services not involving special education; and special education services provided in separate facilities, day and residential. The section on nonspecial education residential services includes data on private nonprofit community homes, Department of Corrections Community Youth Homes, and State Learning Centers. The special education section includes data on private day and residential special programs with rates established by the Department of Education, including both in- and out-of-state facilities, public regional special education programs, and child and adolescent programs operated by the State Department of Mental Health and Mental Retardation. For each section, the data are presented first in the form of questions and answers, and then graphically. The notes pertaining to the graphed data explain the

ED 232 337 EC 152 617

Brinker, Richard P.
The Rate and Quality of Social Behavior of Severely Handicapped Students in Integrated and Nonintegrated Settings.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Oct 82
CONTRACT- 300-80-0638
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Classroom Environment; *Interaction; *Interpersonal Communication; *Mainstreaming; Observation; *Peer Relationship; *Severe Disabilities; *Social Behavior
The interactions of severely handicapped and nonhandicapped students in integrated educational settings were evaluated, based on observations made in 1981 and 1982. Data based on 2 hours of observation (on different occasions) for each of 235 severely handicapped students were collected in the fall, and data based on 2 hours were collected in the spring. Four levels of information about social interaction were obtained: (1) a general physical description of the setting in terms of the people present and the kind and size of the room, (2) a specific characterization of the place in which the observation was done, (3) a specific description of the task confronting the student and the other people involved, and (4) continuous event sampling of the interactive behaviors that involved the student. From these observations, specific interaction measures were derived as follows: the number of opportunities for interaction and the number of interactions directed by the student to others, the mean length of interactions, and the social affect of the interaction opportunities. It was found that integrated contexts including both severely handicapped and nonhandicapped students can produce more social behavior from the handicapped students toward other students. Social behavior had a positive effect in integrated in comparison to segregated settings. Finally, there was considerable variation in the rates of social bids of all parties. A list of about 48 references is appended. (SEW)

ED 231 938 CE 030 869

Dodge, Philip; And Others
How to Form a Food Co-op.
Chicago City Colleges, IL. Truman Coll.
SPONS. AGENCY- Illinois State Board of Higher Education, Springfield.
PUB DATE- Dec 81
AVAILABLE FROM- City College of Chicago-Truman College, 1145 West Wilson Avenue, Chicago, IL 60640 (1-14 copies- $2.50 each; 15-49 copies--$2.15 each; 50-99 copies--$1.75 each; 100+ copies--$1.50 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adult Education; *Cooperative Planning; *Cooperatives; *Food; Food Service; *Food Stores; *Guidelines; Marketing; Participative Decision Making; Postsecondary Education; Program Development; *Purchasing
IDENTIFIERS- City Colleges of Chicago IL Truman College

Based on questions asked during an adult education course at Truman College (Chicago), this booklet was designed to be a simple organizing manual for small neighborhood preorder food cooperatives (co-ops). The guide covers basic information for organizing a co-op, definition of a co-op, what jobs are needed, getting the food, wholesale sources, getting started, the first meeting, what to buy, handling money, expenses, distribution, layouts, meetings, member communication, expansion, and expanding into a store. The booklet is illustrated with line drawings and photographs, and one co-op is profiled. Appendixes to the guide include a food preference survey, an initial response form, a sample price comparison, information about vegetables, a list of common case sizes, a description of a bookkeeping system (with blank forms), order forms, a summary of the "food bag" system, a membership application form, a volunteer preferred work form, sample membership rules, sample by-laws, and resources. (KC)

ED 231 939 CE 033 524

Education and Technology.
PUB DATE- 78
AVAILABLE FROM- Occupational Curriculum Lab., East Texas State University, Commerce, TX 75428.
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Abbreviations; *Allied Health Occupations; *Allied Health Occupations Education; Behavioral Objectives; Employment Interviews; Ethics; Guidelines; Instructional Materials; Job Application; Job Search Methods; Job Skills; Learning Activities; Lesson Plans; *Medical Assistants; *Medical Services; *Medical Vocabulary; Patients; Postsecondary Education; Recordkeeping; Secondary Education; State Curriculum Guides; Units of Study; Vocational Education
IDENTIFIERS- *Patient Care; Texas

This manual is the first part of a two-volume teacher's guide to a series of instructional units for use in health occupations education programs in Texas. Covered in the 10 units included in this volume are the following topics: taking and recording vital signs; job applications and interviews; grooming and personal hygiene; health careers; medical ethics; medical terminology and abbreviations; medical asepsis; basic patient care (helping patients to dress and undress, denture care, measuring and recording fluid intake and output, assisting patients with nutritional needs, determining and recording weight and height, and assisting patients with personal grooming); admitting, transferring, and discharging patients; and office procedures in medical services (completing insurance forms, obtaining patient data, collecting and recording daily service charges and billing patients, arranging appointments and maintaining calendars, filing materials in patients' records, and making and receiving telephone calls). Each unit contains most or all of the following: objectives, suggested activities, information sheets, transparency masters, job sheets, assignment sheets, a unit test, and answers to the unit test. (MN)

ED 231 954 CE 036 313

Williams, Catherine
Health Occupations Education. Units of Instruction. Teacher's Guide. Volume II.
East Texas State Univ., Commerce. Occupational Curriculum Lab.

Nemko, Barbara; Dutton, Elna
Identification of Causes for Attrition in Vocational Education Health Careers Programs.
California State Dept. of Education, Sacramento. Vocational Education Support Services Section.
PUB DATE- 83
AVAILABLE FROM- Bureau of Publications, California Dept. of Education, P.O. Box 271, Sacramento, CA 95802 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrator Attitudes; *Allied Health Occupations; *Allied Health Occupations Education; Change Strategies; Dropout Attitudes; *Dropout Characteristics; *Dropout Prevention; Dropout Research; *Dropouts; Health Occupations; Influences; Questionnaires; Secondary Education; State Surveys; Student Attitudes; Teacher Attitudes; Vocational Education
IDENTIFIERS- *California

A study examined the extent of and the causes for student attrition in vocational education health careers programs in California. During the ten-month study, researchers utilized the following methods of data collection: analysis of data on enrollees, leavers, and completers that were gathered from California State Department of Education records for the years 1977 through 1980; administration of a questionnaire to 240 health careers teachers and administrators concerning their perceptions of 36 factors responsible for students' dropping out of health programs, administration of a telephone survey to 164 students reported to have dropped out of health programs, and site visits to high- and low-completing districts. Analysis of these data revealed that the following factors are associated with programs having high rates of completion: maintenance of a strong positive relationship between teachers and school counselors, provision of special attention to students with basic skills deficiencies, efforts to create a high degree of community awareness and participation, use of good teaching techniques, and provision of administrative support. Based on these findings, the researchers made a series of 15 recommendations geared to local and state administrators responsible for vocational health careers programs. (MN)

ED 231 968 CE 036 377

Dyrenfurth, Michael J.; Linhardt, Richard E.

Vocational Safety Guide to Generalized Safety Provisions as They Apply to: Agricultural Education, Business and Office Education, Health Occupations Education, Home Economics Education, Industrial Arts Education, Marketing and Distributive Education, Trade and Technical Education.

Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
PUB DATE- 81
GRANT- 81-131-600-8A
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Agricultural Safety; *Classroom Techniques; Educational Facilities; Equipment Utilization; Fire Protection; Guidelines; Individualized Education Programs; Information Sources; Insurance; Laboratory Safety; *Legal Responsibility; Occupational Safety and Health; Postsecondary Education; Program Development; Program Evaluation; *Program Implementation; Safety Equipment; School Districts; *School Safety; Secondary Education; *State Programs; Teaching Methods; *Vocational Education
IDENTIFIERS- *Missouri; Special Needs Students

This vocational safety guide is designed to help Missouri school practitioners at all levels in providing for the safe instruction and work associated with practical arts and vocational and technical subjects. Covered in the individual sections of the guide are the following topics: Missouri legislation and regulations pertaining to school safety; levels of responsibility (state, district, building, and community level responsibilities); liability (the potential liability of educational personnel, insurance, insurance-related statutory requirements, and the legal status of liability coverage in Missouri); safety program recommendations (instruction, evaluation, recordkeeping, inspections, and organization and approval); safety program recommendations concerning facilities and equipment (classrooms and laboratories, environmental factors, machinery guarding, and material handling); safety program recommendations pertaining to personal protective equipment (eye and face protection, head protection, food protection, hand and body protection, and radiation safety); safety regulations pertaining to vocational special needs students (individualized educational plan development, suggested teaching techniques and special needs resources); and useful information sources. (MN)

frequency of availability, primary characteristics of the information, and major shortcomings. Chapter 5 presents recommendations for improving the availability and usefulness of the local labor force and occupational information. (A 27-page bibliography is appended.) (YLB)

ED 231 995 CE 036 428

Moriarity, Joseph B.
The Occupational Information System and Vocational Rehabilitation: A Concept Paper.
Research Triangle Inst., Durham, N.C.
SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.; North Carolina State Occupational Information Coordinating Committee, Raleigh.
PUB DATE- Mar 81
LANGUAGE- English
EDRS Price MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Career Counseling; Counselor Role; Delivery Systems; *Disabilities; Educational Legislation; Educational Needs; Educational Planning; Federal Legislation; Individualized Instruction; *Information Needs; *Information Systems; Information Utilization; Job Placement; Job Training; Needs Assessment; *Occupational Information; Position Papers; Postsecondary Education; Program Descriptions; Program Development; *Rehabilitation Counseling; Services; Technological Advancement; User Satisfaction (Information); *Vocational Rehabilitation
IDENTIFIERS- *Occupational Information System

As more legislation is passed pertaining to vocational rehabilitation (VR), the VR process becomes increasingly complex. Not only have the populations considered eligible for VR become more diversified, but so have client goals, the range of services offered, and the role of the rehabilitation counselor. This diversification has increased the need for an occupational information system for use by VR practitioners. In addition, the recent surge of technological advancements has increased the need for information pertaining to the ways in which jobs can be accommodated to individuals and vice versa. While many subtle differences exist between VR programs (individualized focus) and traditional manpower programs (aggregate demand focus) at the VR service delivery level, VR is like traditional manpower programs and strategies in instruction. (YLB)

ED 232 010 CE 036 461

Wenig, Robert E.; Wolansky, William D.
Employer-Sponsored Skill Training. Information Series No. 250.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jan 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (Order No. IN250--$4.95).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Educational Needs; Educational Philosophy; *Education Work Relationship; Employee Attitudes; Employer Attitudes; Employer Employee Relationship; Futures (of Society); History; *Industrial Training; Job Skills; *Job Training; *On the Job Training; Postsecondary Education; *Program Descriptions; *Retraining; Social Influences; Sociocultural Patterns; Work Attitudes
IDENTIFIERS- Employer Sponsored Skill Training

Employer-sponsored skill training (ESST) has evolved as employers have sought to achieve organizational goals with existing human resources. Such problems as personnel turnover, technological change, and changes in the composition of the work force have required the provision of additional training for adult workers. Social, economic, political, and technological factors have influenced the development of ESST programs since colonial times. ESST programs today are affected by similar factors. A significant social factor affecting ESST programs today is demography. The median age of the U.S. population is increasing rapidly; as workers remain in the work force longer, they need retraining. Another social factor affecting training is a changing philosophy toward life and work. ESST tends to drop off with the beginning of economic recession and pick up as economic recovery progresses. This trend, however, may change as management begins to view training as a long-term investment rather than as an operational cost. Numerous types and variations of ESST programs exist. All such programs, however, should be characterized by the following elements: (1) top

ED 232 023 CE 036 485

Harris, E. Edward
A Plan for Economic Development in the State of Illinois--An Educator's Perspective.
Northern Illinois Univ., De Kalb. Coll. of Business.
PUB DATE- 2 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adults; *Economic Development; Educational Economics; Higher Education; *Institutional Cooperation; *Models; Research Needs; *Statewide Planning; Transparencies
IDENTIFIERS- *Illinois

The need for the State of Illinois to create and implement a comprehensive plan for economic development has never been greater. The revitalization of the economy of the state can only be achieved through the implementation of a series of strategies designed to facilitate the restructuring of the economy to accommodate a 50 percent change of the job base every 5 years. Communities that have effectively organized economic development programs are in a better position to maximize the effectiveness of the transition from an industrially oriented to an informationally oriented society. Research conducted at Northern Illinois University shows the potential role that education can play in the economic development scenario. Based on this research, the best strategy apparently would be a coordinated plan made up of four regional economic development centers located in Chicago, Northern Illinois, Central Illinois, and Southern Illinois. As proposed, these regional economic development models would provide the maximum collaboration of commerce, industry, labor, education, and government and would build upon one of the major strengths of the state--its system of higher education. The facilitating and coordinating process model proposed would coordinate and maximize the use of scarce resources and facilitate communication among existing private and public agencies. (Models and transparency masters are included in the details for this economic development plan.) (KC)

ED 232 024 CE 036 489

PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adult Education; Building Trades; Educational Research; *Electricity; *Electronics; Enlisted Personnel; *Military Training; Postsecondary Education; *Retention (Psychology); Time Factors (Learning); Trade and Industrial Education
IDENTIFIERS- Navy

The extent of knowledge decay during the interval between graduation from a basic electricity and electronics (BE/E) school and entry into a construction electrician (CE) "A" school was assessed. A sample consisting of 307 BE/E graduates was retested using a multiple choice test identical to the final examination taken at BE/E school. Prior to the retest, students were given a 2-hour classroom period in which they could use BE/E study guides to refresh themselves on material covered in BE/E. The results indicated that BE/E knowledge does decay. Decay was greater for phase 2 knowledge (AC theory) than for phase 1 knowledge (DC theory). The amount of decay increased as the time between tests increased and as student ability decreased. No differences in the range of ability in BE/E test scores existed among the three BE/E schools. Decay had no apparent effect on subsequent "A" school achievement. (Nine tables and two figures are provided. Appendixes include the instructions for testing BE/E knowledge at the "A" schools and the results of a discriminant function analysis performed for the study.) (YLB)

ED 232 038 CE 036 520

International Year of Disabled Persons, 1981. Report to the President.
Federal Interagency Committee for the International Year of Disabled Persons, Washington, DC.
PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Accessibility (for Disabled); Agency Role; Committees; Demonstration Programs; *Disabilities; *Federal Government; International Relations; Models; Objectives; *Participation; Prevention; Program Descriptions; *Public Agencies; Rehabilitation; Research; Self Evaluation (Groups); World Problems

Vocational Education: The Federal Role. Testimony before the Subcommittee on Education, Arts and Humanities, Committee on Education and Labor, U.S. Senate.

National Advisory Council on Vocational Education, Washington, D.C.

PUB DATE- 23 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Educational Legislation; Federal Aid; *Federal Government; Federal Legislation; *Government Role; Government School Relationship; Job Training; Postsecondary Education; Secondary Education; Unemployment; *Vocational Education
IDENTIFIERS- *Reauthorization Legislation; *Vocational Education Act 1963

The focus of federal involvement in vocational education should be to help enhance its quality and expand its capacity to meet work force needs in the future. Although success or failure of vocational education lies ultimately at the local level, there should be, from the federal level, motivation, support, and leadership to define the larger picture and serve as a catalyst for collective efforts. The Vocational Education Act of 1963 and the Amendments of 1968 and 1976 have succeeded in stimulating state and local dollars for expanding vocational education. The federal governments should, however, invest more in the vocational education system--at least as much as it invests in remedial job training programs. To continue the federal-state-local partnership that has made a substantial investment in building the capacity of vocational-technical education, this set of principles should be the basis for reauthorization of the Vocational Education Act: targeted priorities, economic development, addressing of needs of special populations, flexibility, planning and evaluation, determination of allocation of resources at the state level, retention of the sole state agency concept, and requirement of autonomous advisory councils. (YLB)

ED 232 053 CE 036 583

Meyers, Miriam

Independent Study for Adults in Non-Traditional Higher Education.

PUB DATE- 23 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

for career development programs in ABE emphasizes the interdependence of life and career planning. Program content, including values clarification, self-assessment, goal setting, skill identification, ideal job descriptions, and job search methods, is outlined. The model is further developed through comprehensive descriptions of two existing ABE career development programs. Guidelines for program development focus on considerations for administrators and facilitators, including teachers and counselors. An appendix lists program descriptions and materials for use with adults, selected from the ERIC database. The model, guidelines, and resource list provide a framework for planning, expanding, and improving career development programs in ABE. (SK)

ED 232 066 CE 036 765

Brahce, Carl I.
Preretirement Planning: Individual, Institutional, and Social Perspectives. Information Series No. 264.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-81-0035
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (Order No. IN264).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Aging (Individuals); Employed Women; Employment Patterns; Employment Practices; Life Satisfaction; Life Style; Midlife Transitions; Older Adults; *Personnel Policy; Population Trends; *Preretirement Education; *Retirement; Retirement Benefits; *Social Adjustment; *Work Attitudes

This monograph examines the phenomenon of retirement from the perspectives of the individual, the institution, and the socioeconomic system. In the first of five sections, the author looks at the evolution and institutionalization of the concept, discussing the effects of legislative and personnel policies, altered social and economic status, and adjustment to role loss upon

ED 232 080 CG 016 774

Dealing with Serious, Repeat Juvenile Offenders. Report of a Conference (District of Columbia, July 30-31, 1981).
INSLAW, Inc., Washington, DC.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
REPORT NO.- NCJ-83887
PUB DATE- 82
CONTRACT- J-LEAA-006-81
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- Crime; Criminal Law; *Delinquency; *Delinquent Rehabilitation; Individual Characteristics; *Juvenile Courts; Law Enforcement; *Recidivism; Sentencing; Violence

This booklet reports the deliberations of a panel of 37 judges, prosecutors, and researchers who attended a national conference to consider dealing with repeat juvenile offenders. The five conference sessions focus on: (1) Assessing the Problem: Offense and Offender Characteristics; (2) Processing Offenders: An Empirical Review of Current Practices; (3) Legal Processing of Offenders; (4) New Approaches; and (5) Evaluating Options: Rehabilitation versus Community Protection. The format for the session reports consists of a presentation by an expert in the field of juvenile crime, followed by a summary of participants' discussion. A final section of the booklet lists the nine recommendations of the conference participants and a discussion of each of the recommendations. A list of key questions not addressed in depth by the conference, the biliography provided to conference participants, and a list of resource panel members and invitees are included. (MCF)

ED 232 081 CG 016 775

A Catalog of Products and Services to Enhance the Independence of the Elderly.
Drexel Univ. Philadelphia, PA. The Inst. on Aging.
SPONS. AGENCY- Pennsylvania State Dept. of Aging, Harrisburg.

PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Career Planning; *College Seniors; Graduation; Higher Education; *Sex Differences; *Sex Role; Social Life; *Stress Variables

College seniors constitute a pre-transitional population that may be struggling with issues of adapting to anticipated change while preparing to leave the college environment. In order to assess the relationship of students' gender and their views of women's roles to the stresses arising from the transition anticipated at college graduation, male and female university seniors (N=114) completed the Mooney Problem Check List, the Attitudes toward Women Scale, and a Personal Data Form at the end of the fall semester. The Mooney Problem Check List was readministered at the beginning of the spring semester. Data analysis indicated that women reported significantly more problems than men, although, for both women and men, there was a significant decrease in reported problems from fall to spring. Both men and women expressed concern about social skills and friendship. For males, adjusting to college work was the most frequently reported problem area. Gender and academic pressure were the most influential variables. The results indicate that students should be encouraged to address career questions relating to the graduation transition early in their college careers in order to ease some of the related distress. (Author/AG)

ED 232 096 CG 016 790

Lee, Sandra S.
Attributions and Performance: The Effects of Sex Role Identity and Sex-Typed Tasks.
PUB DATE- Apr 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Androgyny; *Attribution Theory; College Students; Difficulty Level; *Expectation; *Females; Higher Education; *Performance Factors; Self Concept; *Sex Role; Sex Stereotypes; Social Cognition
IDENTIFIERS- Anagrams; Bem Sex Role Inventory

alcohol prevention program be initiated as soon as possible, and that the program should begin in the primary grades. Part 1 of the results section includes an extensive set of statistical tables with data by grade for each questionnaire item. Part 2 of the results section presents tables of the statistical analyses of the relationship of certain variables to marijuana and alcohol usage; each of the tables is followed by a summary of the results included in that table. The complete survey instrument is appended. (WAS)

ED 232 110 CG 016 804

Matthews, Doris B.; Justice, Christine
Relaxation Training: A Stress Management Model for Schools.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adjustment (to Environment); Adolescents; Anxiety; Children; Cognitive Development; Coping; *Curriculum Enrichment; Elementary School Curriculum; Elementary Secondary Education; Mental Health; Models; *Relaxation Training; Secondary School Curriculum; *Stress Management; Stress Variables; Well Being

Research findings produce a positive argument for the inclusion of relaxation training in the school curriculum. Since today's children face a great deal of stress, they must learn coping techniques. Learning to relax at will is one method of learning to survive, because the relaxation response is incompatible with anxiety; the child learns to manage stress rather than to be managed by it. The school curriculum affords an important opportunity for the structured and organized learning of stress management. Such a program improves self-management skills and self-concept, strengthens the right hemispheric abilities of the brain and such faculties as creativity, and improves various abilities to attain achievement. The second section of this paper addresses five basic considerations in the introduction of a school relaxation program: (1) will implementation require additional personnel?; (2) how much inservice do teachers and other staff need?; (3) how much time in the instructional program does the technique require?; (4) what materials are appropriate for implementing the relaxation program?; and (5) what success can the student expect? A discussion, with specific suggestions for materials and procedures, based on two

Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Beginning Reading; *Individualized Reading; *Language Acquisition; *Language Experience Approach; Language Usage; Primary Education; Reading Instruction; *Student Developed Materials; *Teaching Methods
IDENTIFIERS- Reading Writing Relationship

The language experience approach is a reading methodoloy that is highly organized, highly structured, and very systematic, but that allows teachers to teach without texts. It is a multiple, variegated set of activities designed to serve one purpose, namely, the instructional use of pupil's own language. As such, there are five interrelated aspects of the language experience approach that weave in and out of daily classroom practice. The first is the alphabet, whose usefulness lies in its letter names. Children proceed from letter names to letter sounds, especially with vowels. The second aspect, writing, includes "invented spelling," a spelling that resembles phonetic spelling but has more profound origins. The breakdown of the rote recital of the alphabet into its component letters allows words to be spelled on a letter name basis that should lead, in later grades, into formal, accurate, and correct spelling. Key vocabulary is the third aspect. It is a highly structured process in which the teacher elicits a personal word from the student in a specified, organized way. The fourth aspect,though not necessarily in this order, is that of the experience chart. From ideas presented by the students, the teacher writes on the chalkboard or easel the transmogrified ideas, repeating each word as it is written. The final aspect, the use of trade or library books, relates both to the language experience approach and the self-selection or individualized reading approach and involves children in reading books that they choose and like and reporting their reactions to the teacher. (HOD)

ED 232 125 CS 007 103

Perfetti, Charles A.; Beck, Isabel
Learning to Read Depends on Phonetic Knowledge and Vice-Versa.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Processes; *Early Reading; Elementary

ED 232 140 CS 007 222

Chamberlain, Lori
Gadamer, Hermeneutics, and Composition.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Cognitive Processes; *Comprehension; Content Area Writing; Interdisciplinary Approach; *Learning Theories; Reading Comprehension; *Writing (Composition)
IDENTIFIERS- Gadamer (Hans Georg); *Hermeneutics; *Reading Writing Relationship; Theory Practice Relationship

Reader-response criticism may elucidate the relationship between reading and knowing. Unfortunately, discussions of stylistics and convention in anthologies of reader response criticism tend to focus on fairly specialized literary problems. David Bleich's subjective paradigm provides a framework through which the study of both response and interpretation can be actively integrated with the experience of response and interpretation, thereby transforming knowledge from something to be acquired into something that can be synthesized on behalf of self and community. However, his theory shortchanges the role of history, both in relation to the text and to the community of readers. What is needed is a philosophical grounding in a theory of understanding. Hans-Georg Gadamer provides such a theory. Gadamer broadens the scope of hermeneutic studies to include the conditions of understanding. To Gadamer, the scene of understanding is a conversation composed of question and answer. Just as the reader speaks from a point of view, so does the text, and the process of their communication Gadamer calls a "fusion of horizons." For this fusion to take place, the reader must first acquaint himself or herself with the text's tradition, by asking questions of the informational type, for example. Gadamer's hermeneutics can provide a basis for developing writing across the curriculum disciplinary approach in which the reading and writing are tied to a disciplinary methodology, a genuine context, a set of conventions, and a content. (HOD)

ED 232 141 CS 007 223

three people you know, for example, peers, teachers, older or younger acquaintances. From what you know of these people, predict their responses, then compare your predictions with the actual results, trying to account for variances between your predictions and actual results. CHEMISTRY: Describe a chemical reaction that you have learned in class so that it can be understood by someone with "chemistry anxiety" (someone who believes that he or she cannot understand chemistry). Make the description relevant to your audience by relating it to something in his experience. You might, for example, explain how gas behaves by relating it to gas escaping from a carbonated-beverage bottle. PHILOSOPHY: Select a work from your philosophy course texts and discuss the importance of the work's ideas to your generation compared to the importance of the same ideas when the work was written. If you have been dealing with modern philosophical writers, speculate on the importance of their ideas twenty-five years from now. It might help to think about the differences between your world and that of your parents when they were your age. FINE ARTS/ART HISTORY: Describe your impressions of a painting or other work of art about which you have no background information, not even the name of its creator. Then research the work to find out when it was done, by whom, where, and what circumstances may have influenced its creation. Discuss how your research affected your initial impression. Were your earlier views reinforced? Modified? In your discussion, include specific information from your research which changed or reinforced your original views. BUSINESS (communications, accounting, economics): Select one of the systems or procedures discussed in your textbook or class and find what you believe to be a representation of it in the real world. Describe both the classroom model and the real example. Discuss the changes necessary to adapt the model to the real situation. Evaluate the effectiveness of both the model and the real example in terms of the purpose of each. Can you suggest improvements? (Author)

ED 232 156 CS 207 599

Blau, Sheridan
Invisible Writing: An Intervention for Examining Cognitive Processes in Composition.
PUB DATE - Mar 83
LANGUAGE - English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143) Speeches, Conference

and Ethical Imperatives.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Civil Liberties; *Ethics; *Foreign Policy; Global Approach; *Intercultural Communication; *International Law; Journalism; *Mass Media; World Problems
IDENTIFIERS- Unesco; Universal Declaration of Human Rights

The flow of news and information across national boundaries has been, for the last decade, a major issue in United Nations international policy debates. These debates have highlighted the need for new legal instruments to govern world communications. In the current debate on information rights, Article 19 of the Universal Declaration of Human Rights establishes one world for the purpose of receiving and imparting information as an individual right. Although many nations accept in principle the right to receive and impart information across national boundaries, there is a substantial disagreement about the responsibilities of individuals, groups, and nations. The concept of the right to communicate has thus arisen, with two perspectives prominent in its formulation: a comprehensive perspective on morals and ethics, the content of culture, and implicit right to communicate; and a multi-tiered perspective based on the assumption that communication needs in any democratic society must be rooted in specific rights. The concept of the right to communicate perhaps offers the possibility of wider accord on the rights and responsibilities of the mass media, and could provide the kind of ethical and even legal framework for solving problems in international and national communication. (HOD)

ED 232 172 CS 207 665

Tankard, James W., Jr.
Knowledge and Opinion on the Nuclear Freeze: A Test of Three Models.
SPONS. AGENCY- Texas Univ., Austin.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Conformity; Critical Thinking; *Foreign Policy;

Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Communications; Comparative Analysis; *Mass Media; Media Research; *Research Methodology; Research Needs; Research Problems; *Research Tools; *Research Utilization; Science Fiction; Social Science Research; Sociology
IDENTIFIERS- *Qualitative Research; *Quantitative Research

Noting that there are signs of a relaxation in the long tension caused by the methodological "cold war" between quantitative and qualitative research proponents, this paper points to communications research as one area where the trend is developing. Placing communications studies in the framework of current public attitudes toward research and the evolution of academic research methods, the paper finds evidence of an eclectic consensus on research growing out of external needs in society and internal needs for communications theory. The paper closely examines the rediscovery of communications by sociologists using the critical approaches of participant/observation, and explores some unorthodox research tools such as use of media technology as a method, archeology as a part of the historical tradition, and the use of science fiction as a predictive technique for communications. (Author/FL)

ED 232 188 CS 207 711

Stewig, John Warren
Literature: Basic in the Language Arts Curriculum.
PUB DATE- 10 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Books; *Childrens Literature; Elementary Education; Evaluation Criteria; Learning Activities; Literary Devices; *Literature Appreciation; *Reading Material Selection; Student Motivation

Given the vulnerability of the language arts to "back to basics" pressures, it is wise to consider the purposes that literature serves for young readers. Children read for a variety of reasons, including to escape, to understand themselves and others, and to learn about other times, places, and peoples. Characteristics of excellence to look for when choosing books for young readers center conducted by mail with a telephone follow-up, and included 108 questions on usage of and attitudes toward traditional media as well as the newer communication technologies and computers. The results indicated that two out of five students: (1) believe that newspapers as they are currently known will be replaced by computerized data banks, and (2) if given the choice, would prefer to receive their news from electronic newspapers rather than from traditional newspapers. Individuals preferring electronic newspapers were more computer oriented in terms of their attitudes toward and their use of computers. Also, men were more likely than women to want to receive their news and information electronically. Since the major differences between groups were attitudes toward and use of computers, it appears that, as society as a whole becomes more familiar with computers, a major barrier to the acceptance of the delivery of news and information electronically will be overcome. (HTH)

ED 232 204 CS 207 759

Shoemaker, Pamela J.
Uni- Versus Multidimensional Comparison of Political Groups.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attitudes; Comparative Analysis; Measurement Techniques; Media Research; *News Media; *News Reporting; *Political Affiliation; *Political Attitudes; Politics; *Predictive Validity
IDENTIFIERS- Conservatism; Editors; Liberalism

Journalists view the left-right continuum as a dimension on which political entities array themselves in order to vie for a similarly arrayed public. Such a spatial measuring device is useful, since it allows journalists to compare political entities on a common scale that readers supposedly understand and on which they can relate their own political positions. However, the use of this unidimensional scale has come under attack by researchers who argue that to better serve their readers journalists need to use a multidimensional approach in identifying political groups and actors. To test the hypothesis that the unidimensional scale is as good a predictor of a journalist's characterization of a group as a legitimate political contender as is a multidimensional approach, news and political editors from 57 of the largest daily newspapers

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Behavior Patterns; Communication Research; *Critical Incidents Method; Data Analysis; Evaluation Methods; *Research Design; *Research Methodology; Speech Communication

Critical Incident Technique (CIT) involves the collection of real-world examples of behavior that characterize either very effective or very ineffective performance of some activity. The principal advantage of the CIT is that it generates data based on actual behavior rather than on a particular researcher's subjectivity. The CIT has much to offer speech communication researchers, especially those in the applied communication area where the stress is on what actually works in real-world settings. Using the CIT, the research should collect and interpret examples of behavior from a sample before reviewing much of the existing literature on the subject. Questionnaire respondents should be told to think of recent examples related to the phenomenon being studied that stand out in their minds. These incidents are then subject to the equivalent of a content or factor analysis, sorted into a comprehensive list of behaviors. The researcher may elect to end the study and report or act on the findings, or he or she may take an additional step. To ensure that all distinct behaviors in the incidents were identified, to ensure there are no overlapping or repetitive categories, and to check on the appropriateness of the summary statements, the categories must be taken to either the original or a new set of subjects. If a more precise follow up is desired, the researcher may then examine methods developed by other researchers. (HTH)

ED 232 220 CS 504 249

Mader, Diane C.
A Proposed Speech-Writing Sequence for the Underprepared Student.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Audiovisual Aids; Cognitive Development; College Students; Concept Formation; *Critical Thinking; *Discussion

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Classroom Techniques; Communication Research; Higher Education; Independent Study; Individualized Instruction; Individual Needs; *Language Research; Literature Reviews; *Pacing; Reading Improvement; Remedial Instruction; Secondary Education; *Speech Compression; Speech Instruction; Student Needs; *Time Factors (Learning); Visual Aids

Defining speed listening as a technique allowing the listener to consciously determine the appropriate presentation rate for prerecorded materials consistent with personal objectives rather than with those of the original speaker, this paper reviews studies that support the use of speed reading in instructional settings. The paper examines research dealing with speed listening with special need learners, along with relevant studies on visual media, individualized instruction, independent study, and reading development. The studies reviewed cover the following topics: (1) the effect of simultaneous acceleration of both audio and visual stimuli on a simple motor skill task; (2) the comparative effectiveness of viewing video modules at a normal rate, compressed rate, and at a self-paced rate; (3) the effect on achievement of listening to course modules at a compressed rate; (4) the use of compressed speech tapes in a college independent laboratory study setting; (5) the incorporation of compressed speech into a dial access information retrieval system; and (6) the impact of compressed speech auditory pacing on reading speed and comprehension and listening skills with secondary school and college students. (FL)

ED 232 236 CS 504 307

Listening Skills Handbook.
Decatur Public Schools District 61, Ill.
PUB DATE- Sep 81
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Communication Skills; *Integrated Activities; Intermediate Grades; Language Arts; Learning Activities; *Listening Skills; Primary Education; *Speech Skills; Teaching Guides

Defining listening as the active and conscious process of hearing, recognizing, and interpreting or comprehending language, this guide

and curricular reform. After this overview of the development of higher education and employment, the study concentrates on job requirement forecasts, current placement processes, and the responsiveness of institutions to changes in manpower requirements. The postwar developments are summarized, and the present climate of higher educational planning is described in drawing implications for the future. Finally, West Germany's example is related to that of developing countries, which also often face the conflicts of the social demands for education and the manpower demands of the economy. (JW)

ED 232 250 EA 015 795

Sanyal, Bikas C., Ed.
Higher Education and the New International Order. A Collection of Papers.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
SPONS. AGENCY- Canadian International Development Agency, Ottawa (Ontario).; Swedish International Development Authority (SIDA).
REPORT NO.- ISBN-92-803-1104-2
PUB DATE- 82
AVAILABLE FROM- IIEP Publications, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris, France (Order No. M.65; 100 francs).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Case Studies; Cultural Influences; *Developed Nations; *Developing Nations; *Economic Development; *Educational Planning; Foreign Countries; Higher Education; *International Education; International Educational Exchange
IDENTIFIERS- *Arab States; *France; New International Economic Order

Addressing the issues surrounding the relationship between higher education and the development of a new international economic order, the 11 articles collected here provide an introductory analysis of the current relationship between higher education and the world economy, analyze the differing needs of developing and developed countries, and provide two case studies of economic factors in educational policy. Articles by Malcolm Adiseshiah, Theodore Schultz, Jan Tinbergen, Bogdan Suchodolski, and Rafael Salas identify the current shortcomings of higher education and show its

Linden, Russell M.; And Others

Investigating Interorganizational Relations Using Latent Social Role Theory.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; Community Leaders; Group Dynamics; Institutional Role; *Interpersonal Communication; *Interpersonal Relationship; *Leadership Styles; Organizational Climate; *Organizational Communication; Organizational Theories; Personality Theories; Personality Traits; *Role Theory; *Social Psychology; Social Stratification
IDENTIFIERS- Virginia

Previous research into the interpersonal aspects of interorganizational relations has emphasized the importance of latent social roles in studying community leaders. Following Merton's (1957) identification of two general types of influentials, Gouldner (1957, 1958) identified persons focusing on organizational loyalty over specialized skills as "locals" and, conversely, those committed to specialized skills and a predominantly external orientation as "cosmopolitans." Building on previous research into the interorganizational relations between a public school system and a department of parks and recreation in a small Virginia city, a 10-question interview schedule with organizational leaders was constructed to gather data relating to Gouldner's theory. Findings indicate that organizational leaders did reflect predominantly cosmopolitan and local social role orientations. In all, latent social role theory was helpful in understanding the major characteristics of interorganizational relations. Understanding the latent social role of the interorganizational program coordinator was especially useful in understanding these relations. While the importance of interpersonal dimensions cannot be ignored, other factors need to be considered in interorganizational analysis. The local/cosmopolitan distinction may be useful, however, both in determining the suitability of individuals for particular organizational tasks and in anticipating conflicts among leaders. (JBM)

ED 232 265 EA 015 812

services. Tables provide data on student enrollment, regional origin, and socioeconomic characteristics of students, employment, occupations, and earnings. (PB)

ED 232 278 EA 015 840

Gonod, P. F.
Integrating the Planning of Education and Technology.
United Nations Educational, Scientific, and Cultural Organization. Paris (France). International Inst. for Educational Planning.
REPORT NO.- IIEP-RR-42
PUB DATE- 81
AVAILABLE FROM- Publications, International Institute for Educational Planning, 7-9 rue Eugene-Delacroix, 75016 Paris, FRANCE (Order No. H.42; Frs. 10.00; also available in French).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Education; Educational Development; Educational Technology; Models; Science Education; Sociocultural Patterns; *Systems Analysis; Technical Education; Technological Advancement; *Technology; *Technology Transfer

To clarify the relationships among education, employment, and technological research, this study constructs a planning model based on these areas' component fields and their complex interrelationships. Emphasizing that little research has been done on the relationships of education and technology and that little understanding has been achieved of the patterns of technology transfers, the author sees the education system as an historical and socializing organism within which operate material, administrative, and pedagogical structures. The purpose of education, it is noted, is determined on the basis of the objectives chosen for the system at all levels--for the daily operational missions as well as for the broader educational goals. The movement towards more specialization, moreover, is characterized as preventing the formation of unified models of knowledge and fragmenting administrative organization in education. The system of technological production and dissemination is then analyzed in several aspects: its relation to scientific information, its transferring of information among sectors of society and between nations, and its administrative layers. The author sees the integration of technologies as a contribution to the growth of a technological culture and gives attention to developing countries' problems with the regulation and structure of spreading

ATMOSPHERE. They do what is necessary to ensure that the school's climate is conducive to learning: it is quiet, pleasant, and well-maintained. 4. FREQUENTLY EVALUATE STUDENT PROGRESS. They monitor student achievement on a regular basis. Principals set expectations for the entire school and check to make sure those expectations are being met. They know how well their students are performing as compared to students in other schools. 5. COORDINATE INSTRUCTIONAL PROGRAMS. They interrelate course content, sequences of objectives, and materials in all grades. They see that what goes on in the classroom has bearing on the overall goals and program of the school. 6. SUPPORT TEACHERS. Effective principals communicate with teachers about goals and procedures. They support teachers' attendance at professional meetings and workshops, and provide inservice that promotes improved teaching. ASCD's Research Information Service will help ASCD members locate sources of information on topics related to curriculum, supervision, and instruction. Send your specific question in writing to Research Information Service, ASCD, 225 North Washington St., Alexandria, VA 22314. (Author)

ED 232 293 EA 015 908

Kulik, Chen-Lin C.; Kulik, James A.
Highlights from "Research on Ability Grouping."
Association for Supervision and Curriculum Development, Alexandria, Va.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- May 82
GRANT- SED-79-20742
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Journal Articles (080)
DESCRIPTIONS- *Ability Grouping; Academic Achievement; Classroom Research; Elementary Secondary Education; Literature Reviews; Self Concept; Student Attitudes
IDENTIFIERS- PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Except for high-ability students in honors classes, ability grouping has little significant effect on learning outcomes, student attitudes toward subject matter and school, and self-concept. The differences that are found in grouped classes are all positive, however slight, and there is no evidence that homogeneous grouping is harmful. LEARNING

Federal Courts; *Legal Responsibility; *Parent Responsibility; Parent School Relationship; Parent Student Relationship; School Law; *School Vandalism; State Courts

A review of the problems of vicarious liability of parents for their children's vandalism to school property reveals that in all states parents can be held responsible if it can be established that the vandalism was the reasonably traceable result of lack of supervision or misdirected parenting. Almost all legislatures feel it is appropriate to place some liability on the parents without such proof, and most of the courts have gone along with them. All but four states have dollar limits on recovery varying from $200 to $10,000. Problems with vicarious liability include the lack of mention of proof beyond a reasonable doubt; the complexity of permitting the efforts of parents to supervise their children to come into the case; and the failure of the courts to detect any due process problems in these statutes. The legal potential exists for children to lay substantial burdens on their parents while remaining judgment-proof themselves. There is some precedent for insurance protection for parents under homeowners policies. (MLF)

ED 232 309 EA 016 013

Delon, Floyd G.
Teacher Dismissal for Immoral and Illegal Conduct.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see EA 016 000.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Court Litigation; Elementary Secondary Education; Federal Courts; Illegal Drug Use; *Legal Problems; *Moral Issues; School Law; State Courts; *Teacher Behavior; *Teacher Dismissal

The traditional approach of the courts was to accept as "reasonable cause" for teacher dismissal any conduct that set a bad example for students. This chapter examines a cross-section of cases illustrating recent court decisions in this area and attempts to identify any consistent patterns of adjudication and their implications for school operation. Decisions indicate that constitutional privacy protections for homosexual teachers are not supported. Courts have tended to view teacher sexual involvement with students or other minor children in and of itself sufficient source and manner of analysis of the data. It is suggested that the most significant findings are the lack of readily accessible cost information that public policy decision making requires, and the fact that services provided by the private sector are generally less costly than similar services provided by the public sector. (SEW)

ED 232 324 EC 152 591

Kagan, Arleen
Project: "Teach 'n' Reach" Teacher's Guide.
LaMesa - Spring Valley School District, Calif.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 81
AVAILABLE FROM- La Mesa-Spring Valley School District, Special Programs Dept., 4750 Date Ave., La Mesa, CA 92041 ($6.00 teacher's guide, $62.00 for 4 curriculum guides).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Affective Behavior; Communication Disorders; Definitions; Developmental Disabilities; *Disabilities; Elementary Secondary Education; *Health Education; Hearing Impairments; Instructional Materials; Language Handicaps; Learning Disabilities; Physical Disabilities; *Self Concept; *Social Sciences; Special Health Problems; *Student Attitudes; Visual Impairments

The first of five volumes for Project Teach 'n' Reach, designed to help teachers of grades 1-6 in regular classrooms to teach about various kinds of handicapping conditions, is a teacher's guide. Performance objectives, activities, worksheets, and resources are listed for the use of these teachers in the implementation of their social-science and health curriculum. The guide presents definitions, suggestions for modifying instruction, information on resources (books, filmstrips, posters, movies, transparencies, etc.), and a bibliography coded by age level for four major topics: affective domain, communication handicaps, learning handicaps, and physical handicaps. Subtopics of the affective domain unit are self-concept and attitudes. Hearing impairments and language impairments are considered as communication handicaps, developmental disabilities as learning handicaps, and physical and health impairments and visual impairments are considered in the physical handicaps unit. (CL)

ED 232 338 EC 152 618

Brinker, Richard P.; Lewis, Michael
Patterns of Learning by Handicapped Infants.
PUB DATE- 2 Apr 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Contingency Management; *Downs Syndrome; Exceptional Child Research; *Infants; *Learning Processes; Observation; *Operant Conditioning; *Reinforcement

Patterns of learning by five infants with Down's syndrome (3.5 to 12.5 months old) were studied. The children were visited at home 2 to 3 times per week for periods ranging from 1 to 8 months. Two of the children were reinforced for pulling a string attached around their wrist. Consequences included tape recordings of music or their mother's voice, a colored light, and other stimulating materials. The type of reinforcement was changed when the response fell below the baseline rate. The other three infants were reinforced for kicking. Visual attention and responses to the manipulands and consequence were recorded. After the child had achieved a stable rate of responding on the operative response, the contingencies were reversed. All of the children showed rapid differentiation of the reinforced pulling response from the nonreinforced kicking response. However, the reinforced kicking response showed rapid differentiation only for the two children who learned the arm response first. These data suggest that the establishment of the generalized expectancy of control over the environment is more efficient if one begins with contingencies for movements which are most "prepared" for the individual child. Overall, the results suggest that handicapped children under 1 year of age can learn through simple contingencies of reinforcement. However, the patterns of acquisition appear to be somewhat different for different children. (SEW)

ED 232 339 EC 152 619

James, Michael
Spelling, Language Experience and the Learning Disabled: Some Research and Opinions.
PUB DATE- Jan 83

Klewer, Edwin D.
Developing Basic Math Skills for Marketing. Student Manual and Laboratory Guide.
Texas Univ., Austin. Center for Occupational Curriculum Development.
PUB DATE- 82
AVAILABLE FROM- Center for Occupational Curriculum Development, P.O. Box 7218, University of Texas at Austin, Austin, TX 78712 ($6.50; set of 10, $50.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Basic Skills; *Marketing; *Mathematical Applications; *Mathematical Concepts; Mathematical Vocabulary; Mathematics; Mathematics Instruction; Mathematics Skills; Percentage; Problem Sets; Problem Solving; Secondary Education; Teaching Methods; Workbooks

Field tested with students in grades 10-12, this manual is designed to teach students in marketing courses basic mathematical concepts. The instructional booklet contains seven student assignments covering the following topics: why basic mathematics is so important, whole numbers, fractions, decimals, percentages, weights and measures, and dollars and cents. Each assignment is designed to present: objectives, vocabulary, content with reinforcement exercises, end of assignment drills and/or projects, and a comprehensive test. The assignments are meant to be flexible and can be given in any order. The booklet has space for student answers. (KC)

ED 231 940 CE 034 745

Zhang-Da, Yao
Sparetime Education in Shanyang People's Commune. (People's Republic of China).
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Structures, Content, Methods and Techniques of Education.
REPORT NO.- ED-81/WS/54
PUB DATE- Apr 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Basic Education; *Adult Literacy; Adult

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 79
AVAILABLE FROM- Occupational Curriculum Lab., East Texas State University, Commerce, TX 75428.
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Allied Health Occupations Education; Anatomy; Behavioral Objectives; Clinical Diagnosis; First Aid; Guidelines; Human Relations; Instructional Materials; *Job Skills; *Laboratory Procedures; Learning Activities; Lesson Plans; *Medical Assistants; *Medical Laboratory Assistants; *Medical Services; Metric System; Physiology; Postsecondary Education; Program Implementation; Recordkeeping; Safety; Secondary Education; State Curriculum Guides; Transportation; Units of Study; Vocational Education
IDENTIFIERS- *Patient Care; Texas

This manual is the second part of a two-volume teacher's guide to a series of instructional units for use in health occupations education programs in Texas. Covered in the 10 units included in this volume are the following topics: special procedures (administering oxygen to patients; using elastic bandages; assisting with postural drainage; and assisting with hot and cold treatments, therapeutic exercise, and physical restraint of patients), assisting with diagnostic procedures (collecting specimens and positioning and draping patients for medical examinations), transporting patients, charting, medical laboratory procedures, standard first aid treatment, metrics for health occupations, human relations, safety, and anatomy and physiology. Each unit contains most or all of the following: objectives, suggested activities, information sheets, transparency masters, job sheets, assignment sheets, a unit test, and answers to the unit test. (MN)

ED 231 955 CE 036 314

The Basic Program of Vocational Agriculture in Louisiana. Ag I and Ag II (9th and 10th Grades). Volume III. Bulletin 1690-III.
Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.

Building a Partnership: Vocational Education and the Private Sector.
American Vocational Association, Inc., Arlington, Va.
PUB DATE- 83
AVAILABLE FROM- American Vocational Association, 2020 North 14th Street, Arlington, VA 22201 ($25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adolescents; Adults; Career Counseling; Career Guidance; *Education Work Relationship; Employer Attitudes; Employment Programs; *Federal Legislation; Federal Programs; Federal Regulation; *Government Role; *Government School Relationship; Job Development; Program Implementation; *School Business Relationship; Statewide Planning; Student Organizations; Vocational Education
IDENTIFIERS- *Job Training Partnership Act 1982; *Private Sector

The seven major papers in this collection discuss the implications of the Job Training Partnership Act (JTPA) (Public Law 97-300) of 1982 from the points of view of its various constituencies. Two of the papers discuss the effects of the JTPA on national employment and training programs, and on state-level programs, while a third discusses strategies for local groups and individuals to use in enhancing education's role in delivery of service. The fourth paper discusses the connections between education and the private sector contained in the act, while a fifth paper outlines the implications of the act on vocational education. Two areas that will be affected by the JTPA, counseling and guidance and student organizations (job clubs) are the subjects of the final two major papers in the document. Other information contained in this document includes an anticipated timetable to implement the JTPA, a summary and overview of the JTPA for vocational education, and the text of the JTPA legislation. (KC)

ED 231 969 CE 036 378

Resource Person's Guide to Implementing Competency-Based Administrator Education Concepts and Materials. Competency-Based Vocational Education Administrator Module Series.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Consortium for the Development of Professional

ED 231 983 CE 036 407

Handicapped Individuals Services and Training Act. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress, Second Session on H.R. 6820 (St. Paul, Minnesota and Loretto, Minnesota).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 2 Sep 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Deinstitutionalization (of Disabled); *Disabilities; *Educational Needs; *Federal Legislation; *Hearing Impairments; Normalization (Handicapped); Physical Disabilities; Postsecondary Education; Program Implementation; Rehabilitation Centers; *Rehabilitation Programs; *Visual Impairments; Vocational Education
IDENTIFIERS- Congress 97th; *Proposed Legislation

This document is a transcript of hearings concerning the Handicapped Individuals Services and Training Act that would provide funds for operation of the Helen Keller National Center for Deaf-Blind Youths and Adults, the Vinland National Center for Health-Sports and Physical Fitness for Handicapped Individuals, and other projects and services for the deaf and handicapped persons. During the hearings, professionals who work with handicapped persons--program directors, rehabilitation services directors, handicapped persons, and public citizens--expressed their support for the services that this bill would provide, detailing some of the benefits that the programs already in existence have given and citing the need for additional services. One service in particular that would be dropped if the act is not passed is that of film captioning for deaf persons. Some of the witnesses questioned the need for the Vinland Center. They thought its cost would be excessive and its services duplicative; others supported the Vinland Center. The transcript also contains prepared statements submitted by the witnesses and other concerned persons, along with the text of the act. (KC)

has a significant need for timely, valid, occupational information. The VR counselor has need for this information, at least at key points in the VR process, including identification of vocational and career interests, selection of a vocational goal, revision of individualized written rehabilitation programs (IWRPs), and placement. To be of maximum use, a VR occupational information system should contain information pertaining to the following areas: geographic detail, current and projected occupational demand, work settings and conditions, education and training, complementary information on topics such as financial assistance, and supply and demand analysis. (MN)

ED 231 996 CE 036 429

Lawrence, John E. S.; Cruze, A. M.
Occupational Information Needs at the Federal Level.
Research Triangle Inst., Durham, N.C.
SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.; North Carolina State Occupational Information Coordinating Committee, Raleigh.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adult Education; Employment Patterns; Employment Projections; Federal Government; *Federal Programs; *Information Needs; *Information Utilization; Interviews; Job Training; Labor Needs; Labor Supply; Labor Utilization; National Programs; Needs Assessment; *Occupational Information; Postsecondary Education; *Public Agencies; Secondary Education; Vocational Education; Vocational Rehabilitation
IDENTIFIERS- American Vocational Association; Bureau of Labor Statistics; Bureau of Occupational and Adult Education; Employment and Training Administration; National Advisory Council on Vocational Education; National Center for Education Statistics; Rehabilitation Services Administration

A study assessed the need for occupational information at the national level. During the study, researchers interviewed representatives of the following agencies and organizations: the Bureau of Labor Statistics, the Bureau of Occupational and Adult Education, the American Vocational Association, the National Advisory Council on Vocational Education, the Employment and Training Administration, the National Center for Education management who value personnel development; (2) trainers who are highly qualified and well-rewarded; (3) an incentive plan for employee self-improvement; (4) well-equipped training facilities; and (5) an adequate instructional resource center. In the future, training programs could be improved by the formation of more linkages between public and private sectors in the joint task of producing more skilled workers. (KC)

ED 232 011 CE 036 462

Zahniser, Gale; And Others
Microcomputers in Voc Ed: A Decision Guide. Research & Development Series No. 239A.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (Order No. RD239A--$8.75).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Computer Assisted Instruction; Computer Managed Instruction; *Computer Oriented Programs; Definitions; *Educational Needs; Educational Trends; *Futures (of Society); Government Role; Guidelines; History; *Microcomputers; Postsecondary Education; Program Development; Secondary Education; Technical Education; Technological Advancement; *Vocational Education

A synthesis of the report, "Microcomputers in Vocational Education: Current and Future Uses," this document identifies and addresses a number of critical issues associated with microcomputer use and offers ideas on explicit ways that the microcomputer is being and can be used for vocational instruction and management. The document contains seven chapters, each one designed to convey information on both the microcomputer's present uses in the vocational classroom and its future possibilities. Chapter I provides some general insights into the issues surrounding the use of this technology by presenting three possible scenarios on ways that the microcomputer may be used in the vocational setting, along with a brief history

Parnes, Herbert S., Ed.
Policy Issues in Work and Retirement.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
REPORT NO.- ISBN-0-88099-010-4
PUB DATE- 83
AVAILABLE FROM- W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007 ($20.95, hardcover--ISBN 0-88099-011-2; $13.95, paper; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Age Discrimination; Aging (Individuals); Employment Opportunities; *Employment Practices; Financial Support; Health Needs; Health Services; Older Adults; *Personnel Policy; *Public Policy; Retirement; *Retirement Benefits
IDENTIFIERS- *Social Security

This collection consists of papers presented at a 1982 conference on policy issues in work and retirement. Presented first is an introductory overview of the problems of retirement and aging by Herbert S. Parnes. The following conference reports are included in the volume: "Life without Work: Does It Make Sense?" by Eli Ginzberg; "Aging, Health, and Work," by Leon F. Koyl; "Health and Retirement; Retirement and Health," by Carl Eisdorfer and Donna Cohen; "Keeping Older Workers on the Job: Methods and Inducements," by Daniel E. Knowles; "Maximizing Post-Retirement Labor Market Opportunities," by Anna Marie Buchmann; "Age Discrimination in Employment," by Stephen R. McConnell; "Financing Options for Social Security," by Alicia H. Munnell; and "Private Pensions, Inflation, and Employment," by James H. Schulz. Also provided are 10 separate discussions of three of the eight papers. (MN)

ED 232 025 CE 036 494

Beal, Janice
Reading across the Vocational Education Curriculum. A Practical Manual for Instructors.
Saddleback Community Coll., Mission Viejo, Calif.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Vocational Education Services.

IDENTIFIERS- *International Year of Disabled Persons

Activities of the Federal Interagency Committee (FIC) during the 1981 International Year of Disabled Persons (IYDP) are highlighted. In chapter I, a management report provides the goals established by the FIC, how they were met, and the processes used to meet them. Agency actions are reported in chapter II. The superior accomplishments of five agencies are illustrated--those of the Social Security Administration, Veterans Administration, Food and Drug Administration, Interior, and Housing and Urban Development. IYDP activities conducted in the areas of prevention and rehabilitation, demonstration projects and programs, awareness, and program accessibility and research are then described. Chapter III summarizes responses to a self-assessment of the FIC through a questionnaire directed to the 45 participating federal agencies. Chapter IV is a report on the disabled consumer participation programs developed by federal departments and agencies. It documents the functions or components of an effective consumer participation program and several administrative structural models that support those functions. Recommendations are made for the development and strengthening of the programs. Appendixes, amounting to over one-half of the report, include the United Nations resolution, the United States Congress resolution, a summary listing of selected agency/departmental actions, and models of consumer participation. (YLB)

ED 232 039 CE 036 523

Miller, Janet M.
ABE/ESL Volunteer Program Organizational Handbook.
Washington Literacy, Seattle.
SPONS. AGENCY- Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Guides; Administrator Role; *Adult Basic Education; Coordination; Employment Interviews; *English (Second Language); Guidelines; Job Applications; Job Placement; Job Training; Motivation Techniques; Postsecondary Education; *Program Development; Program Evaluation; Program Implementation; Recognition (Achievement); Recordkeeping; Recruitment; Resources; Staff

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Education; *Adults; *Higher Education; *Independent Study; *Nontraditional Education; Quality Control
IDENTIFIERS- *Metropolitan State University MN

Independent study is encouraged at Metropolitan State University, a nontraditional upper-divisional university for adult students. At Metropolitan, independent study refers to a range of learning experiences varying in independence from faculty-designed and -selected programmed learning to completely student-designed projects reviewed and evaluated by faculty. Students register in one of two categories of independent study: faculty-designed or student-designed. Students initiate student-designed independent studies, beginning with an idea, seeking consultation with faculty, finding resources, drawing up a plan with a supervising faculty member, and submitting a proposal for university review. Quality control measures include teaching students the meaning of college-level learning and how to use independent study, training faculty in designing and supervising independent study, assisting individual advisors who help the students maintain the integrity of the degree program, maintaining academic centers that oversee independent studies, and maintaining the independent study office that collects data on all independent studies. Independent studies need to be organized, provide for personal contact, and require evaluation by students. Problems to overcome regarding independent study are faculty resistance, a low image, and students' fear. (YLB)

ED 232 054 CE 036 584

Miller, Jacqueline A.; And Others
Career Development for Handicapped Students.
Mid-Atlantic Regional Resource Center, Washington, DC.
SPONS. AGENCY- West Virginia State Dept. of Education, Charleston. Div. of General and Special Educational Development.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Agency Cooperation; *Career Development; Career Education; Delivery Systems; *Disabilities; Educational Cooperation; Individualized Education Programs; Resource Materials; Secondary Education; *Special Education; *Vocational Education; Vocational Evaluation; *Vocational Rehabilitation

the individual's attitude toward retirement. The second section depicts the demographic changes that are increasing the proportions of the elderly in the population and the implications for society of a better-educated, healthier, longer-lived elderly cohort. In particular, early retirement, the influence of life-style upon preretirement planning, and changes in the work and retirement status of women are described. The next section reviews the history of preretirement programs, outlining several content and process models developed by employers, unions, educational institutions, and community agencies. A fourth section illustrates changing options for retirees, including flexible retirement policies, part-time work, gradual retirement, and retraining. Data on public attitudes about work, retirement, and participation in preretirement planning are presented. The author concludes by summarizing implications for preretirement education, emphasizing program innovation, interagency cooperation, and the development of life-centered education that recognizes the contributive value of retirees. (SK)

CG

ED 232 067 CG 016 761

Kidder, Louise H.; And Others
Rights Consciousness: Victimization Prevention through Personal Defense and Assertiveness Training.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adults; *Assertiveness; *Females; Feminism; *Individual Power; Interpersonal Relationship; Psychological Characteristics; Rape; *Self Concept; Sexual Harassment; *Victims of Crime
IDENTIFIERS- *Anger; *Self Defense

Anger and consciousness of rights may play a significant role in victimization prevention. In an attempt to examine how personal defense and assertiveness training would alter women's feelings of fear, helplessness, and anger, as well as their judgments of what

PUB DATE- Aug 82
CONTRACT- SPC-678699
AVAILABLE FROM- Pennsylvania Department of Aging, Bureau of Policy, Planning and Monitoring, 231 State Street, Third Floor, Harrisburg, PA 17101.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Catalogs; Clothing; Consumer Economics; Equipment; Food; *Health Needs; Marketing; *Mobility Aids; *Older Adults; *Physical Mobility; Purchasing; Recreation; *Specifications; Transportation

This catalog, for specialists in the Area Agencies on Aging system, outlines specialized products and services, currently available in the private marketplace, which may enhance the independence of the elderly. The body of the catalog is divided into nine sections according to technological areas; a brief description of each area and the types of products it includes is provided at the beginning of each section. The areas are: (1) appliances; (2) clothing; (3) communications/electronics; (4) food; (5) health and safety; (6) home building and design; (7) recreation; (8) transportation; and (9) catalogs and manuals. Additionally, individual items in the catalog are indexed in four areas: personal needs categories, relating to daily chores, and activities and feelings that add to the quality of life; physiological limitations, which covers categories of limitations imposed by aging or health problems; business; and products. Listings for each item include: catalog classification; product brand name; name, address and telephone number of the distributor; product specifications, e.g., cost, size, color; and description of the product, e.g., function, operation, special features, and availability. The catalog also includes evaluation forms for specific products, and recommendation forms for items not in the catalog. Some of the products described in the catalog may need professional assessment of their appropriateness for a given client's need. (WAS)

ED 232 082 CG 016 776

Grimes, Jeff, Ed.
Psychological Approaches to Problems of Children and Adolescents.
Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.
PUB DATE- Oct 82

Female college students (N=59) filled out the Bem Sex Role Identity Scale, and were told that they would be asked to do an anagram task. Half of the subjects, assigned on a random basis to the masculine task condition, were told that males do very well on the task, and that it seemed to be related to the masculine personality. The other half of the subjects were told that females do very well on the task, and that it seemed to be related to the feminine personality. Subjects completed the anagram task and were given random success or failure feedback. Subjects then filled out scales attributing the success or failure to each of the four major attributions: ability, effort, task ease/difficulty, and luck. Data were also collected on expectations for the same task in the future, and on affect. Results were analyzed by means of an analysis of variance, with sex role identity (feminine sex-typed vs. nontraditional women), masculine vs. feminine task situations, and success vs. failure feedback as factors. Results supported the hypothesis that nontraditional women would have a more self-enhancing pattern of attributions than feminine sex-typed women. Feminine sex-typed women attributed successes more often than nontraditional women to having had an easy task. In addition, feminine sex-typed women performed significantly less well on the anagram task than did nontraditional women. An inhibition factor was more apparent in the masculine task condition, suggesting that the lowered performance may be due to the sex role inappropriateness of the task. However, lowered performance may be due to other factors, and future research should explore this. (Author/JG)

ED 232 097 CG 016 791

Epstein, Cynthia Fuchs
Changing Perspectives and Opportunities and Their Impact on Careers and Aspirations: The Case of Women Lawyers.
PUB DATE- 20 Nov 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attitude Change; Career Change; *Career Choice; Employed Women; *Females; *Lawyers; Life Style; *Nontraditional Occupations; Occupational Aspiration; *Role Perception; Role Theory; Sex Bias; Sex Role; Socialization

Change in the roles of women in American society during the past 15 years provides an opportunity to evaluate basic theories dealing relaxation research studies, is provided for each of the five questions. A seven page reference list and a list of relaxation program materials with ordering information are appended. (WAS)

ED 232 111 CG 016 805

d'Abbs, Peter
Social Support Networks: A Critical Review of Models and Findings. Institute of Family Studies Monograph No. 1.
SPONS. AGENCY- Institute of Family Studies, Melbourne (Australia).
REPORT NO.- ISBN-0-642-88989-9
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131) Reports - General (140)
DESCRIPTIONS- Delivery Systems; Foreign Countries; Intergroup Relations; Literature Reviews; *Network Analysis; Reference Materials; *Research Methodology; *Social Networks; Social Science Research; *Social Structure; *Social Support Groups; Social Theories; State of the Art Reviews; Well Being
IDENTIFIERS- *Australia

This document explores the field of social network theory (with particular emphasis given to Australian research literature) by identifying and evaluating the major explanatory models in use--which have origins in such diverse disciplines as anthropology, sociology, social psychology, and social psychiatry--and by summarizing important findings; it also presents a theoretical critique of the social network perspective as applied to the study of social support. The chapters in part 1 deal with: (1) the reasons behind the growth of the social network perspective; (2) the effects of particular kinds of network structure on personal wellbeing; (3) the effects of such social factors as income and values on social network structure; and (4) the available literature on service delivery through "natural networks" and "network therapy." Part 2 deals with the methodological issues involved in research on support networks. It provides a discussion of the problems involved in collecting and analyzing support network data and a review of solutions that have been proposed to deal with these problems. The document contains an appendix, in a checklist format, which classifies social network literature according to the kinds of empirical, theoretical, or methodological information it contains. (WAS)

Education; Phoneme Grapheme Correspondence; *Phonemes; *Reading Ability; *Reading Instruction; *Reading Research; Reading Skills

There are at least two kinds of phonetic knowledge: phoneme synthesis and analytic knowledge. In phoneme synthesis a person demonstrates phonetic knowledge by being able to assemble segments into larger units. With analytic knowledge one knows that syllables or words are analyzable into constituent segments. One type of knowledge enables learning to read and the other type follows from learning to read. These issues were the background for a longitudinal study carried out with 99 beginning readers. In the study, children were tested at four points throughout the school year. At each point children were tested on three phonetic tasks, a test of simple sentence-reading, and a test of pseudoword reading. The two phonetic tasks of main interest were a test of phoneme synthesis and a test of phoneme deletion. Of central interest was the relationship between the child's reading ability and his or her performance on these tasks. From this study it was concluded that regardless of instructional method, phoneme synthesis ability was necessary for reading to occur, but it was not sufficient. Phoneme deletion was sufficient for reading to occur but not necessary. Thus, the ability of phoneme analysis is one that is followed by early skills in reading, whereas the ability of phoneme synthesis is one that precedes early skills in reading. This suggests that the relationship between phonetic knowledge and early reading is one of mutual facilitation based on the intimate relationship between spoken and written language. (HOD)

ED 232 126 CS 007 122

McCarthy, John
Paperback Pizzazz.
International Reading Association, Newark, Del.
PUB DATE - Jun 83
LANGUAGE - English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTIONS - Elementary Education; *Paperback Books; Program Descriptions; Reading Attitudes; *Reading Programs; Recreational Reading; *Student Motivation; Sustained Silent Reading
IDENTIFIERS - PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: For the last three years, in the Flowing Wells Schools in Tucson, Arizona, Reading

Morgan, Mary Ann; Wallace, Nancy
Stimulating Cognitive Processes in Beginning Readers.
PUB DATE- 3 Apr 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Beginning Reading; *Cognitive Development; *Cognitive Processes; Elementary Education; Reading Comprehension; *Reading Instruction; *Reading Skills; Stimuli; Teaching Methods

Drawing from research on reading, this paper suggests various methods of stimulating cognition in beginning readers. Defining cognition as the process by which a person gains knowledge, or understands or comprehends, discussion in the paper centers on the following topics: (1) perceptive and cognitive skills; (2) prior experience; (3) knowledge of the code of writing; (4) motivation, purpose, and interest; (5) perceptibility; (6) adequacy and completeness of coding system; (7) time spent on comprehension instruction; (8) holistic and subskill instructional approaches; (9) questions to guide comprehension; (10) think-time; (11) subskill instruction; and (12) semantic webbing. (HOD)

ED 232 142 CS 007 225

Rosen, Carl L.
Some Psychotherapeutic Schools and Strategies Applied to Remedial Reading.
PUB DATE- 23 Oct 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Affective Behavior; Classroom Techniques; *Educational Therapy; *Humanistic Education; *Psychoeducational Methods; Psychotherapy; Reading Improvement; *Reading Instruction; *Remedial Reading

Often approaching reading with feelings of stress, anxiety, and fear, disabled readers need affective as well as cognitive training in remedial reading programs. Their intellectual objectivity, self-understanding, and rapport with teachers and classmates could be increased, and their anxiety reduced, if remedial reading

Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cognitive Ability; *Cognitive Processes; Graduate Students; Higher Education; Writing Difficulties; *Writing Exercises; Writing Instruction; Writing Processes; *Writing Research
IDENTIFIERS- *Invisible Writing

To demonstrate how discourse tasks can differ in their cognitive difficulties, students in a graduate course on the teaching of writing participated in a procedure called "invisible writing." The purpose was to show the students that as they took on more cognitively demanding writing tasks, their ability to produce coherent discourse would be increasingly impeded by their inability to look back over their developing text. However, as the level of difficulty was raised from task to task, the students continued to insist that they found invisible writing no impediment to their thinking or to the coherence of the texts they were producing. This result suggests that writers who cannot look back over their sentences will retain them in their mind in a form resembling a reader's memory of the sentences that have already been read as they move forward through a text. From this it would seem reasonable to suppose that writers blocked by their verbal self-consciousness or by a tendency to compulsive overediting will find that invisible writing allows them to produce coherent first draft prose more rapidly and copiously than they would have otherwise thought possible. Or, invisible writing may be used as a diagnostic instrument to see to what extent wandering attention or the distractions of premature editing are impediments for writers who seem unable to produce satisfactory quantities of prose in a single setting. (Appendixes include a scale of intellectual ascent for discourse, a sequence of writing tasks, and three writing samples from the invisible writing experiment.) (HOD)

ED 232 157 CS 207 605

Root, Robert L., Jr.
The Composing Processes of Professional Expository Writers.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Authors; Cognitive Processes; *Expository Writing; Interviews; *Writing Processes; *Writing Research; *Writing Skills

To investigate the composing processes of professional expository

*Knowledge Level; *Logical Thinking; *Models; *Political Attitudes; Schematic Studies
IDENTIFIERS- *Nuclear Freeze

To explore how knowledge influences opinion in foreign policy, results of a survey on voter familiarity with and attitude toward nuclear policy issues were compared with three theoretical models of the knowledge/opinion relationship: (1) the enlightenment model--as knowledge increases, support for belligerent foreign policy stands decreases; (2) the mainstream model--as knowledge increases, conformity to official positions grows; and (3) the cognitive consistency model--greater knowledge parallels increased correspondence between general beliefs and opinions on specific policies. Results of the comparison, contradicting a 1963 study, lend some support to the enlightenment and cognitive consistency models. Failure to corroborate earlier support of the mainstream model may be due to the public's decreased faith in political or technological experts. (MM)

ED 232 173 CS 207 666

Dozier, David M.; And Others
Sex and the Bottom Line: Income Differences among Women and Men in Public Relations.
PUB DATE- 7 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication Research; Comparative Analysis; Employment Qualifications; Females; Males; Occupational Surveys; *Public Relations; *Salaries; Sex Bias; *Sex Differences

Two studies tested the hypothesis that the annual salaries of women in public relations are significantly less than those of men of equal education, professional experience, and length of employment with their current organization. A second hypothesis included organizational role status as a variable. The first study surveyed members of four communications and publications associations, in San Diego, California, including the Public Relations Society of America (PRSA), and the second study surveyed members of only the PRSA. Both studies confirmed the first hypothesis: women practitioners earned lower salaries than men, even when the influence of education, professional experience, and tenure with current employer were equalized. When organizational role segregation was added, it was

on seven areas: (1) characterization--the people must be believable; (2) dialogue--conversations should sound like real people talking; (3) setting--descriptions should be vivid; (4) plot--sequence of events must be at least compelling, if not logical and believable; (5) conflict--should be carefully constructed; (6) resolution--should be successful, either positive, neutral, negative, or not resolved, and (7) theme--should be an element of literary evaluation, what is left when all the details are stripped away. After sharing a book with children, a teacher can plan many kinds of follow-up activities, although some books may require a silent reaction and rethinking. Verbal, verbal and physical, visual, musical, and written are some of the response modes possible. Every child responds with zest to one of these techniques at one time or another, but it requires a sensitive teacher to know when a certain activity is appropriate and when it is best to let the book speak for itself. (Various children's book titles are suggested throughout this essay.) (HTH)

ED 232 189 CS 207 716

Blatt, Gloria; Rosen, Lois Matz
The Writing Response to Literature.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Descriptive Writing; Expository Writing; Higher Education; *Literary Criticism; *Literature; *Literature Appreciation; Poetry; Secondary Education; Selfexpression; Student Reaction; *Writing (Composition); *Writing Exercises
IDENTIFIERS- *Audience Response; Reading Writing Relationship

When students write in response to literature, they make reading a creative act. Recording their personal reaction to a poem or an excerpt from a larger work, students become aware of the complex web of past experiences, associations and ideas triggering their responses; they learn to interact more fully, more consciously, with the text. Besides writing paragraphs on immediate responses, perceived links with stories in movies, television or other readings, and similar personal experiences, students can also create literary journals. Directed by a series of assignments, students can incorporate a variety of writing experiences--personal narrative, short and long essays, research, public and private reflections--and

in the United States were asked to place 11 groups on four scales: the traditional unidimensional scale, and three scales measuring similarity of the groups to most Americans, amount of change advocated by the groups, and how the editor felt about the groups. The results supported the hypothesis, suggesting that journalists think in ideological terms and regularly array political entities on the left-right scale. If, as the critics of this scale suggest, the general audience is composed of less politically knowledgeable people, then the ideological information provided in news reports may not provide adequate information for the average reader to evaluate a political group. (FL)

ED 232 205 CS 207 761

Mullican, James S.
Curriculum in English I: Options, Goals, Content.
Indiana State Univ., Terre Haute. Curriculum Research and Development Center.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Course Content; *Educational Objectives; *Educational Philosophy; Elementary Secondary Education; *English Curriculum; *English Instruction; Higher Education; Teacher Education

Intended as a handbook for students of curriculum and teaching methods, this booklet surveys two of the three major elements of an English curriculum (goals and content) as defined by the National Council of Teachers of English. The first chapter traces some philosophical options open to the teacher and curriculum developer and offers a short history of the teaching of English in modern America. The second chapter emphasizes the importance of goals in planning instruction and suggests a set of goals that are directive of teaching practice. The final chapter deals with content and concentrates on curriculum in teacher education institutions on the theory that teachers on the elementary and secondary school levels will select their content from what they have learned in their university classes. (FL)

(Teaching Technique); Higher Education; Interdisciplinary Approach; *Low Achievement; *Speech Communication; Student Evaluation; *Writing (Composition)
IDENTIFIERS- Audience Awareness

Addressing the academically troubled student's central problem in creating effective written and oral compositions--difficulty in analyzing and synthesizing material--a sequence of speech writing courses videotapes, and then holds class discussions of, student speech-compositions. Utilizing the student's relative facility in speech, this stimulating taping/discussion format offers immediate and continued class and teacher feedback. Discussions help the speaker see where points need to be developed, relationships are weak, or steps do not follow. More than a teacher's marginal comments could, these oral evaluations encourage audience-centered communication. Leading the student to generate new ideas, explore his or her assumptions, and work through to conclusions, the courses help the student build the critical thinking skills necessary not only for effective communication, but for academic success. (MM)

ED 232 221 CS 504 251

Woal, Michael B.
All-News Radio Journalism: Source, Message and Audience.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Audience Analysis; Discourse Analysis; *Information Sources; Journalism; *News Reporting; Production Techniques; *Programing (Broadcast); *Radio; *Socioeconomic Status
IDENTIFIERS- *Audience Response; *Journalistic Style

All-news radio is an important journalistic voice for large audiences. To maximize the size of audiences, all-news programing avoids specific partisan appeals. Three aspects of the objective journalistic style are important in forming the discourse of "newsradio": legitimatization, the creation of hierarchies of values; dramatic narration, a representational mode that implies a particular social-psychological view of human motivation and behavior; and authoritativeness, a quality perceived to characterize both newsradio discourse and the channel itself. Newsradio appeals to persons of high socioeconomic status as a convenient headline and service information channel that supplements other news sources. But provides numerous activities to promote the listening skills of primary and intermediate grade students. Specifically, the activities described seek to develop (1) the ability of young students to listen appreciatively and derive enjoyment from listening to speakers, music, drama, and nature sounds; (2) the ability to listen carefully and thoughtfully in order to follow directions, find answers, grasp main ideas, obtain information, and gain new ideas and interests; and (3) the ability to listen critically in order to evaluate information and ideas, draw conclusions, and recognize bias. (FL)

ED 232 237 CS 504 310

Hsiung, James C.; And Others
Low Power Television: The Impact of the Final Regulations.
PUB DATE- 29 May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Broadcast Industry; *Commercial Television; *Communications; *Federal Regulation; *Government Role; Information Needs; Programing (Broadcast); Standards
IDENTIFIERS- *Low Power Television

In August 1978, the Federal Communications Commission (FCC) began studying the question of how to increase the diversity and coverage of television broadcast services either by modifying the television translator rules or by creating a new low power television service (LPTV). In Septemer 1980, the FCC finally adopted a "Notice of Proposed Rulemaking" for this new LPTV service. In the months that followed, more than 6,000 applicants submitted requests for low power stations, and in April 1981, the FCC imposed a partial freeze on applications, since they were coming in faster than they could be processed. Processing began again in March 1982, when the final version of the LPTV rules was adopted. However, these rules pose potential problems for future LPTV services. The FCC's initial stated intention that LPTV would provide diverse, local programing in areas not currently served by television is threatened by the lack of any structural or behavioral regulation in the rules. The rules, in fact, favor the future domination of the LPTV services by already established media corporations. (Author/FL)

role in development, its agenda for future planning, its impact on culture, and its responsibility for mass education. In urging developing countries to find their own paths toward a new international order, Edmundo Fuenzalida, Samir Amin, and Pablo Latapi argue that the aims of developed countries weigh too heavily in world higher education and that an educational structure that advances the self-reliance of developing countries is possible. Jean-Louis Reiffers focuses on the conflict of values inherent in French higher education's fostering of both competition and cooperation in international productivity. Mohamed Moursi Ahmed and Mohamed Hamdy El-Nashar concentrate on the role of higher education in building a new international order in Arab states. An appendix contains the United Nations declaration (May 1, 1974) that outlined the goals of the establishment of a new international economic order. (JW)

ED 232 251 EA 015 797

Wynn, Richard
Collective Gaining: An Alternative to Conventional Bargaining.
Fastback 185.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
SPONS. AGENCY- Phi Delta Kappa, Toledo, OH.
REPORT NO.- ISBN-0-87367-185-6
PUB DATE- 83
AVAILABLE FROM- Publications, Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($.75; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Case Studies; *Collective Bargaining; *Conflict Resolution; Elementary Secondary Education; *Employer Employee Relationship; Employment Problems; Group Dynamics; *Participative Decision Making; Tables (Data); Teacher Administrator Relationship; *Transactional Analysis
IDENTIFIERS- *Collective Gaining; Illinois (Forest Park); Pennsylvania (Latrobe)

An examination of collective gaining (interaction between people in a collective and collaborative transaction in which everyone gains) in educational institutions involves comparisons with collective bargaining, two case studies, a discussion of theoretical bases, and a consideration of do's and don'ts. Collective bargaining is anti-intellectual, antagonistic, and produces unsatisfactory

Isherwood, G. B.; And Others
Administrative Effectiveness in a Political Environment.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrative Principles; Administrative Problems; Administrator Attitudes; Administrator Guides; Administrator Responsibility; *Administrator Role; *Board Administrator Relationship; Conflict Resolution; *Educational Environment; Elementary Secondary Education; Foreign Countries; Interpersonal Relationship; Interprofessional Relationship; Leadership Responsibility; *Performance; Policy Formation; *Politics of Education; School Community Relationship; *Self Evaluation (Individuals)
IDENTIFIERS- *Canada

Of 35 prominent Chief Executive Officers (CEO's) from 10 Canadian provinces participating in this study, 31 were interviewed by telephone and 4 in writing. The vast majority of CEO's (82 percent) agreed that they work in an increasingly political environment. Many CEO's perform a "screening function" between community groups and the school system, working to keep community groups away from the school board except as a last resort. In preparing for school board meetings, CEO's want to anticipate questions and avoid surprises, and at the meetings themselves to maintain a low profile. One common problem in working with school board members was pressing too hard for certain issues. While CEO's are expected to be experienced educators, their administrative roles may vary from politician to mediator. Because CEO's have a high profile in developing policy, they have developed a range of strategies for working with both "internal influencers" (such as board members and principals) and "external influencers" (such as parents and the media) in a variety of forums, from board meetings to luncheons. Such strategies include listening to individuals and groups; following policy where it exists; and maintaining rational, cool behavior. (JBM)

ED 232 266 EA 015 813

Champagne, David W.; Cobbett, Allen A.
School Superintendent's Organizational Structures for Supervision.
PUB DATE- Apr 83

technologies. Concentrating finally on the central role of employment in bringing together systems of education and technology, the study concludes with projections for research into the relationships of the systems in the next century. (JW)

ED 232 279 EA 015 841

Ivanov, N. P.
Scientific and Technological Progress and Job Qualification.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
REPORT NO.- IIEP-RR-45
PUB DATE- 81
AVAILABLE FROM- Publications, International Institute for Educational Planning, 7-9 rue Eugene-Delacroix, 75016 Paris, FRANCE (Order No. H.43; Frs. 10.00; also available in French).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Automation; Cybernetics; *Educational Planning; *Education Work Relationship; Employment Patterns; *Industry; Job Training; Labor Force Development; Labor Market; Retraining; *Science Education; Specialization; *Technical Education

Clarifying the influences determining how and to what extent highly qualified personnel are employed, this study discusses those sorts of economic and technological advances affecting employment potentials. Two main trends in scientific and technological progress--computerized industries and the high science-content of production--have so increased the amount of technological equipment available per worker and restructured the economy based on technological innovation that they have altered the occupations and skill requirements of the labor market. A statistical analysis of the distribution of scientific and technical manpower in industry shows that the training of technicians and scientists leads in the long run to a qualitative transformation of production and the system of production, leading in turn to increased emphasis on vocational and professional education as means of increased worker proficiency. As production becomes increasingly science-intensive, education is becoming one of the most important components of production. In the future, jobs will require breadth of qualifications and experience, regular re-training, and a high level of general education--all gained from an education restructred to include scientific, vocational, and general education. However,

OUTCOMES. In general, students who are grouped in classes according to academic ability outperform nongrouped students only slightly. However, students in gifted and talented programs perform better than they would in heterogeneous classes. In contrast, students in classes for the academically deficient perform neither better nor worse than they would in a mixed-ability class. The effects in multi-tract, as opposed to mixed, classrooms are also negligible. ATTITUDES. Students who are ability-grouped for a particular subject, such as mathematics or English, have a better attitude toward the subject. There is very little difference between grouped and ungrouped students in their attitudes toward school. SELF CONCEPT. The effects of grouping on self-concept are positive but minor. ASCD's Research Information Service will help ASCD members locate sources of information on topics related to curriculum, supervision, and instruction. Send your specific question in writing to Research Information Service, ASCD, 225 N. Washington St., Alexandria, VA 22314. (Author)

ED 232 294 EA 015 910

Operation Stay in School.
Sweetwater Union High School District, Chula Vista, Calif.
PUB DATE- 30 Sep 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Attendance; *Delinquency Prevention; High Schools; Parent School Relationship; *Police School Relationship; Program Descriptions; *Truancy
IDENTIFIERS- *Operation Stay in School; PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Operation Stay In School is a program that focuses the combined efforts of parents, law enforcement personnel, probation officers, and school district staff on improving school attendance. Under the leadership of Judge Dennis Adams, following extensive study of effective truancy programs throughout the state, Operation Stay In School was activated as a pilot program in the Sweetwater Union High School District from October 20, 1981, to March 30, 1982. The program, designed as a preventative, not punitive, approach to improved attendance, has the following objectives: (1) Preventing truancy; (2) Reducing loss of student learning time; (3) Assisting parents who may be having problems with their sons/daughters; and (4) Preventing daylight crimes by juveniles. In implementing the

evidence for dismissal. In a number of cases involving heterosexual conduct between consenting adults, the courts have not supported dismissal action on grounds of violation of constitutional rights. The other major group of cases concerns illegal conduct, specifically, drug violations, shoplifting, nolo contendere pleas, and other illegal activity. The court decisions indicate that when determining grounds for teacher dismissal, with the exception of misconduct with students or other minor children and of most heinous crimes, immoral and illegal conduct must be shown to adversely affect job performance and dismissal must be for constitutionally permissible reasons. (MLF)

ED 232 310 EA 016 014

Tilles, Roger
The Federal Regulatory Process: An Overview and Prognosis.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see EA 016 000.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Block Grants; *Compliance (Legal); Court Litigation; Elementary Secondary Education; *Federal Aid; Federal Legislation; *Federal Programs; *Federal Regulation; Federal State Relationship; *Government School Relationship; Legislators; *Politics of Education

The General Education Provisions Act (GEPA) was created in 1968 to take into consideration the specific concerns of education as they relate to the federal regulatory process. Setting down standard procedures for education regulation, the GEPA has created enforcement problems, turf battles, and mountains of regulations. In a major revamping of education regulations presently taking place, every regulation on the book is being reviewed to determine if it is necessary, justified by law, and can be met without undue expense and paperwork. Local school boards are nervous about how these changes will affect them. To give officials enough information to protect their own districts, this chapter attempts to explain the federal regulatory maze and some of the turf battles over control of the process. It also shows how the process should work in theory and notes its pitfalls. (MLF)

ED 232 325 EC 152 592

Kagan, Arleen
Project "Teach 'n' Reach" Affective Domain: Self-Concept, Attitude. (Book 1 out of 4.)
LaMesa - Spring Valley School District, Calif.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 81
AVAILABLE FROM- La Mesa-Spring Valley School District, Special Programs Dept., 4750 Date Ave., La Mesa, CA 92041 ($6.00 teacher's guide, $62.00 for 4 curriculum guides).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Affective Behavior; *Disabilities; Elementary Secondary Education; Learning Activities; Peer Acceptance; *Self Concept; *Student Attitudes

The second of five volumes (and the first of the four curriculum guides) which make up Project Teach 'n' Reach, designed to help regular classroom teachers teach nondisabled children about disabilities, focuses on the affective domain. The volume presents goals, performance objectives, and activity ideas (along with information on materials and resources) for both self-concept and attitude topics. Among the self-concept factors addressed are feelings of self-worth and self-acceptance, and awareness and acceptance of differences. The section on attitudes deals with such topics as development of positive attitudes towards others, decisionmaking, understanding of similarities and differences in individuals, friendship, attitudes toward the disabled, knowledge of likes and dislikes, understanding of the power of labels, and stereotypes of disabled persons. (CL)

ED 232 326 EC 152 593

Kagan, Arleen

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers. "Papers Presented at..." (150)
DESCRIPTIONS- Elementary Education; *Language Acquisition; Language Research; *Learning Disabilities; *Learning Theories; *Linguistic Theory; Phonology; *Spelling Instruction

The literature on spelling strategies of normal and learning disabled children is reviewed, and suggestions for the classroom teacher are offered. After a brief examination of this century's attempts to improve the basic school speller, attention is directed to M. Halle and N. Chomsky's research on the English sound system and Chomsky's theory of lexical representation, or a linguistic data bank. Charles Read's work in qualifying Chomsky's theoretical notion of language is addressed. It is suggested that this recent research into children's acquisition of word knowledge has begun to propose a different view of spelling as a highly complex, evoked intellectual process. Attention is directed to the following issues: the premise that children are creating works based on their strict interpretation of phonology; a theory of developmental acquisition (i.e., the process of acquiring correct writing skills); L. Cook's suggestion that learning disabled children lack the cognitive-linguistic maturity of their younger, normally achieving school peers; M. Gerber's theory that learning disabled spellers lack "cognitive flexibility" as they struggle to encode the language; and M. Gerber and R. J. Hall's findings concerning the differences between normally achieving spellers and learning disabled spellers. It is suggested that teachers should be aware of the developmental strategies employed by students, the need to refrain from asking children to "sound out a word," the importance of individualized teaching, and the usefulness of student-designed lists of works taken from their stories and categorized according to themes (sounds, structures, or subjects). (SEW)

ED 232 340 EC 152 620

Dores, Paul A.
Comparing Sensorimotor Performance with Multiple Measures of Communicative Ability in Autistic Children.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

Vocational Education; Collective Settlements; Developing Nations; Economic Development; Foreign Countries; *Illiteracy; *Lifelong Learning; *Literacy Education; Middle Aged Adults; Rural Areas; *Social Development; Teaching Methods; Young Adults
IDENTIFIERS- *China (Shanyang)

Sparetime education has been developed in the Shanyang People's Commune to accomplish three major tasks. These are to wipe out illiteracy among the young and middle-aged, to disseminate knowledge about society and about agricultural technology, and to train personnel with knowledge in various social, economic, and technological fields. To meet the various demands and different learning conditions of the receivers of sparetime education (adults engaged in farm work or other jobs), sparetime education has the following specific features: learning is combined with reality and is for the purpose of application, education adopts varied forms, and measures are taken to inspire enthusiasm for learning. Anti-illiteracy programs are of two types--winter classes, sparetime schools, and literacy groups or short-term classes. Sparetime middle schools are intended to raise the cultural level of those who have achieved literacy. Sparetime polytechnical schools offer vocational training. These lessons have been learned: sparetime education must base its objectives on needs and the possibility of their achievement; it must be an undertaking of the people; there must be a coherence of knowledge; and sparetime education and full-time schooling must be considered as a whole. (YLB)

ED 231 941 CE 034 746

Suchodolski, Bogdan; Kuczynski, Janusz
Permanent Education and Creativity. Creativity as a Practical Philosophy.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Structures, Content, Methods and Techniques of Education.
REPORT NO.- ED-82/WS/16
PUB DATE- Jan 82
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Creativity; Foreign Countries; Individual Development; *Lifelong Learning; *Philosophy; Social Development; *Socialism
IDENTIFIERS- *Poland

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Agricultural Education; *Agricultural Production; *Agronomy; *Animal Husbandry; Behavioral Objectives; *Botany; Diseases; Grade 9; Grade 10; Guidelines; Horticulture; Instructional Materials; Learning Activities; Lesson Plans; Livestock; Nutrition; Plant Propagation; Program Implementation; Secondary Education; State Curriculum Guides; Student Motivation; *Vocational Education
IDENTIFIERS- *Louisiana; Parasitology

This curriculum guide, the third volume of the series, outlines the basic program of vocational agriculture for Louisiana students in the ninth and tenth grades. Covered in the five units on plant science are growth processes of plants, cultural practices for plants, insects affecting plants, seed and plant selection, and diseases that affect plants. Dealt with in the five units on animal science are types, breeds, and origins of livestock and poultry; methods of evaluating livestock; diseases and parasites of livestock; nutrition of livestock; and principles of breeding livestock. Each instructional unit contains some or all of the following: student objectives, suggested review teaching materials, lists of materials and audiovisual equipment needed to complete the lesson, pertinent field trip activities, student motivation techniques, an outline of the content of the lesson, student activities, study questions, transparency masters, and information sheets. (MN)

ED 231 956 CE 036 315

Dahlberg, Maurine
A Workshop Guide for Post-Secondary Displaced-Homemaker Programs.
Central Texas Coll., Killeen.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adults; Career Development; Decision Making Skills; *Displaced Homemakers; Guidelines; Job Performance; *Job Search Methods; Leaders Guides; *Money Management; Objectives; *One Parent Family; Postsecondary Education; Program Development; Reentry Workers; *Self Actualization; *Workshops

Based on a survey of displaced homemakers and displaced homemaker

Materials for Vocational Education.
REPORT NO.- ISBN-0-89606-142-6
PUB DATE- 83
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602 ($6.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Administrator Education; Change Agents; Competence; *Competency Based Education; Educational Resources; Inservice Education; Instructional Materials; Learning Modules; Material Development; Postsecondary Education; *Professional Development; Program Descriptions; *Program Development; *Program Implementation; *Vocational Directors; Vocational Education

Part of a series of competency-based materials for vocational administrator education, this guide explains how to develop and implement a program of competency-based administrator education (CBAE). Following an introduction which explains the needs for competency-based administrator education, the guide is organized in six chapters. The first chapter presents an overview of CBAE concepts, research, and material development, while the second chapter suggests various approaches to presenting CBAE programs. Delivery systems suggested include preservice programs, inservice programs, internships, externships, graduate courses and programs, workshops and seminars, and independent or self-study. In the third chapter, planning for the change to CBAE is discussed, while chapter 4 presents the role of the resource person in a CBAE program. The final two chapters discuss the management and implementation of a CBAE program. Appendixes to the guide include the following information: competency-based administrator education concepts, CBAE research in vocational education, competencies important to secondary and postsecondary local vocational education administrators, development of CBAE modules, and CBAE program descriptions. A bibliography is included in the guide. (KC)

ED 231 970 CE 036 379

Use Inquiry Skills to Help Improve Vocational Education Programs. Module LT-I-2 of Category I--Program Improvement. Competency-Based Vocational Education Administrator Module Series.

Ohio State Univ., Columbus. National Center for Research in

ED 231 984 CE 036 410

Long, James P.; And Others
How to Phase Out a Program. Special Publication Series No. 42.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- National Postsecondary Alliance, Columbus, OH.
PUB DATE- 83
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (Order No. SN42--$4.95).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Educational Planning; Guidelines; Postsecondary Education; Program Evaluation; *Retrenchment; *Two Year Colleges
IDENTIFIERS- *Program Discontinuance

Intended for two-year college presidents, deans, or other administrators, faculty, and board members, this publication provides an outline for guidelines for program phase-out. The decision to phase out a program is first considered, as are ways to analyze the reasons for three typical situations that form the basis for phasing out a program--insufficient enrollment, insufficient funding, and unsatisfactory job placement of graduates. Alternatives to phase-out are listed. Next, the development of the phase-out plan is discussed. Responsibilities of the study/review group that may be established are described, including: (1) preparation, (2) research, (3) evaluation, and (4) identification of resources needed. Obtaining approvals and support from the board of trustees, state agencies, accreditation groups, students and parents, faculty, the community, and employers is then addressed. Checklists of information that should be given to each group who must give approval are provided. Finally, implementation of the phase-out is considered. Procedures to ease the phase-out for students, faculty, and staff are recommended, and facilities, equipment, budget, and public relations considerations are pointed out. Appendixes, making up approximately one-half of the document, include model retrenchment plans, a model plan for lateral transfer, and references to related readings. (YLB)

ED 231 985 CE 036 411

Statistics, and the Rehabilitation Services Administration. The agency representatives interviewed were asked to assess their agency's need for the following types of information: occupational supply and demand information, occupational characteristics information, and complementary information. The researchers discovered a considerable need for all categories of occupational agencies across the agencies interviewed. While many of the information needs expressed are routine in nature, some are one-time needs for information to compile issue papers, to provide testimony for legislative reauthorization, or to review specific complaints. The need for occupational information in programmatic or operational areas does appear, however, to be limited at the federal level. Recommendations called for further investigation of the specific information needed by the above-mentioned and other federal agencies. (MN)

ED 231 997 CE 036 430

A Framework for Developing an Occupational Information System.
National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- Oct 79
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Data Analysis; *Data Collection; Definitions; Delivery Systems; Educational Legislation; Employment Patterns; Employment Projections; Federal Legislation; *Information Dissemination; Information Sources; *Information Systems; Labor Needs; Labor Supply; Labor Utilization; *Occupational Information; Program Content; Program Design; *Program Development
IDENTIFIERS- *Occupational Information System

The Occupational Information System (OIS) is a formal standardized system for the collection, analysis, and dissemination of occupational information that has been mandated by several major pieces of educational legislation. Designed to aid a wide audience--including direct participants in the labor market, persons whose job it is to help others prepare for the world of work, and planners and administrators--an OIS includes the following four data categories: occupational demand, occupational supply, occupational characteristics, and complementary information. A fifth component

and definition of the microcomputer. Chapter II investigates the use of the microcomputer in vocational education in light of the changing social and economic needs of our society, while chapters III and IV explore the two most popular applications of the microcomputer in education: computer-assisted instruction (CAI) and computer-managed instruction (CMI). Chapter V presents much of the same information concerning the use of the microcomputer for administrative and management purposes. In chapter VI, future uses of the microcomputer are examined by exploring advanced technological devices that may help improve or modify the ways microcomputers can be used to deliver vocational instruction. Finally, in chapter VII, some of the possible applications of microcomputer technology are summarized, and suggestions on appropriate roles for federal, state, and local policymakers are offered. (KC)

ED 232 012 CE 036 463

Zahniser, Gale; And Others
An Administrator's Guide to Microcomputer Resources. Research & Development Series No. 239B.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (Order No. RD239B--$9.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Books; Citations (References); *Computer Oriented Programs; Decision Making; Educational Needs; *Educational Resources; *Information Sources; Inservice Teacher Education; Instructional Materials; *Microcomputers; *Periodicals; Postsecondary Education; Secondary Education; Technical Education; *Vocational Education

This guide is designed to help educators sort through the vast amount of information that exists about the educational use of microcomputers. The first of five chapters takes the educational

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Cloze Procedure; *Content Area Reading; Context Clues; Inservice Teacher Education; Instructional Materials; Learning Activities; Limited English Speaking; *Readability; Readability Formulas; *Reading Comprehension; Reading Skills; Standardized Tests; Student Evaluation; Testing; Textbook Evaluation; *Vocabulary Development; *Vocational Education; Vocational Education Teachers; Word Study Skills
IDENTIFIERS- SQ3R Study Formula

Intended to address the problems associated with functionally illiterate students, this manual provides vocational educators with strategies for incorporating reading skills into specific content area instruction. The exercises stress the skills necessary to assess vocational classroom reading materials, develop content specific vocabulary, and comprehend dense technical material. In each of these areas, the manual introduces a particular developmental reading technique, provides sample exercises from vocational textbooks, and then allows the instructor to develop a lesson from his/her own textbook using the technique. Instructor worksheets are provided. Materials in the section on readability and testing cover such topics as readability analysis, the Fry Graph, the Flesch Readability Formula, application of readability data, the Bormuth Cloze Readability Technique, standardized reading tests, and evaluation of student comprehension. The section on vocabulary development considers directed vocabulary lessons, multiple meanings, structure, and context clues. Topics in the section on comprehension and study skills include guided reading assignments, previewing textbooks, setting goals and objectives, the anticipation guide, SQ3R (Survey, question, read, recite, review), the theory of time-spaced learning, and mapping. An appendix contains materials on syllabication, the Barrett taxonomy, and suffixes and roots. (YLB)

ED 232 026 CE 036 497

Uthe, Elaine F.
Communications Technology for the Year 2000--with Implications for Vocational Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Orientation; Staff Role; *Staff Utilization; Training Methods; *Volunteers; *Volunteer Training

This handbook, written for volunteer coordinators working with programs in adult basic education (ABE) and English as a second language (ESL), consists of information dealing with the planning, day-to-day coordination, and followup efforts needed to utilize volunteers effectively. Addressed in the individual sections of the guide are the following topics: the extent and the cost effectiveness of volunteerism, the role of the volunteer coordinator, volunteer motivation, working with staff, program planning and evaluation, recruitment, job applications, interviews, placement and orientation, training, record maintenance, and recognition. An annotated listing of resources for use in developing volunteer programs and a handbook source bibliography are also provided. Appended to the guide are an assessment tool for use in planning or redesigning volunteer programs and a description of, and forms utilized in, the development of a volunteer program to provide ESL instruction to Indochinese refugees at Clark College in Washington. (MN)

ED 232 040 CE 036 534

Diaz, William A.; And Others

Linking School and Work for Disadvantaged Youths. The YIEPP Demonstration: Final Implementation Report.

Manpower Demonstration Research Corp., New York, N.Y.

SPONS. AGENCY- Office of Youth Programs (DOL), Washington, D.C.

PUB DATE- Dec 82

GRANT- 28-36-78-36

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- Academic Achievement; Cooperative Programs; Delivery Systems; *Demonstration Programs; *Disadvantaged Youth; Economically Disadvantaged; Educational Cooperation; *Education Work Relationship; Eligibility; *Employment Programs; Feasibility Studies; Job Development; Job Placement; Job Training; *Linking Agents; National Programs; Outreach Programs; Pilot Projects; Program Costs; Program Effectiveness; Program Implementation; Secondary Education; Standards; Unemployment; Youth Employment; *Youth Programs

IDENTIFIERS- Comprehensive Employment and Training Act; Private Sector; *Youth Entitlement Incentive Pilot Projects

Intended for use in planning appropriate career services for handicapped students, this handbook for local education, rehabilitation, and related agencies provides an outline of the types of services and programming that may be needed. An introduction discusses interagency collaboration for career development services for handicapped students and the development of interagency agreements among special education, vocational education, and vocational rehabilitation programs. The seven steps in the collaboration process, which includes the continuum and delivery of services, are then described. They are (1) determine goals, objectives, and priorities for service; (2) list assets and concerns; (3) understand roles and responsibilities of each agency; (4) assess needs of handicapped student populations; (5) review continuum of services; (6) determine changes needed to build collaboration; and (7) develop a county action plan. Copies of documents and sample forms, formats, and charts are presented for illustration. Six service delivery programs are then described. Pertinent information is provided about the vocational aspects of the individual education program (IEP), including participants in the development and the developmental sequence. Sample sections of the IEP appear. A resource section contains lists of resources for career education and annotations of vocational assessment instruments (title, source, cost, and description). (YLB)

ED 232 055 CE 036 586

Heidt, Edward A.; And Others
A Technique for Refresher Training in the Naval Reserve.
Naval Training Analysis and Evaluation Group, Orlando, Fla.
REPORT NO.- TAEG-TR-148
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Education; Adult Vocational Education; *Computer Assisted Instruction; *Computer Programs; Educational Games; Instructional Materials; *Material Development; Microcomputers; Military Personnel; *Military Training; *Retraining
IDENTIFIERS- *Naval Reserve

A project is described that developed prototype materials in support of a proposed refresher training concept for use in providing proficient maintenance training in the Naval Reserve. (Another focus of the study was the use of microcomputers as a rights they have, three studies were conducted. The first study, a participant observation study of two personal defense classes for women, met twice a week for 14 weeks and had an enrollment of 37. Observation indicated that learning to redefine a sexual assault and feeling angry rather than afraid were difficult for the women. The second study focused on the effects of personal defense training on perceived rights and resistance. At the beginning and end of a 14 week program, students in personal defense training classes (N=33) answered questionnaires designed to measure perceived rights and the likelihood of enacting those rights. Data analysis of both pre- and post-tests indicated a correlation between anger and the likelihood of resisting assault. The third study focused on assertiveness training. Post-test scores indicated an increased awareness of rights. The results of all three studies suggest that women can be taught to prevent victimization by responding with anger, rather than fear, to an infringement of their rights. (AG)

ED 232 068 CG 016 762

Ann Arbor Public Schools Guidance Services Program.
Ann Arbor Public Schools, Mich.
PUB DATE- Jul 80
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - General (140)
DESCRIPTIONS- Counseling Objectives; Counselor Role; *Guidance Objectives; *Guidance Programs; Models; *Pupil Personnel Services; School Counseling; *School Guidance; Secondary Education; Secondary School Students

This program manual, developed by and for junior and senior high school counselors, provides detailed outlines of each facet of a comprehensive guidance program. The three major areas of services addressed are: (1) Educational Guidance Services (orientation, educational planning, alternative program selection, testing, special needs, and work opportunities); (2) Personal/Social Counseling Services (personal counseling, home and community consultation, staff consultation, and referral); and (3) Life/Career Guidance Services. Services for each grade level, 7-12, in each of the three conseling areas are detailed. The format for each grade level presents a description of the counselor's activities, e.g., assisting in the orientation of students, providing educational information, assisting with the interpretation of standardized test

LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Adolescents; Behavior Modification; *Behavior Problems; Child Psychology; *Children; Clinical Diagnosis; Depression (Psychology); Drug Abuse; Early Parenthood; Elementary Secondary Education; *Emotional Problems; Family Problems; Homosexuality; *Intervention; Minimal Brain Dysfunction; Program Descriptions; Psychological Evaluation; Psychosomatic Disorders; *Psychotherapy; Runaways; *School Counseling; School Psychologists; Truancy

This document, intended as a resource for school psychologists, contains articles addressing a variety of psychological and behavioral problems of children and adolescents. Each chapter includes the following content: background information concerning the specific topic, approaches for assessing the behavior of concern, intervention possibilities, monitoring methods and other considerations, and references. The articles are: (1) Psychological Interventions: The Foundation of Social Psychology, by Daniel J. Reschly; (2) Behavioral Intervention: It Doesn't Do Any Good in Your Briefcase, by David Happe; (3) Helping Children Cope with Parental Problems, by Marcia B. Shaffer; (4) Issues in Counseling the "Homosexual" Adolescent, by Gary Ross-Reynolds; (5) Children Coping with Divorce: School Psychological Management and Treatment, by David Kieffer; (6) Diet and Behavior: Is There a Relationship? by George M. Harper; (7) Runaways, by Alex Thomas; (8) Enuresis, by Rex Shahriari; (9) The Forgotten Ones: Helping Children and Adolescents Cope with Death, by Anne M. Elbert; (10) Adolescent Peer Group Relations: Problems and Intervention, by Philip A. Mann; (11) Tic Disorders, by Joseph Richard; (12) Depression of Students: A Definition Proposal, Diagnosis and Treatment, by Jon A. Ford; (13) Psychosomatic Disorders in School Age Children, by John C. Polifka; (14) Truancy: Out of Sight, But Never Mind, by Kerry T. Hinkle; (15) Adolescent Pregnancy, by Geraldine M. Lewis; (16) Hyperactivity in Children: Issues in Definition, Diagnosis and Intervention, by Joseph E. Zins and Charlene R. Ponti; and (17) Substance Abuse, by William D. Petok, Sharon Woodmen, and Donald K. Pumroy. (WAS)

ED 232 083 CG 016 777

Eckard, Eugenia

with life course, the impact of early socialization, and trait analysis. The case of women in the legal profession is of particular value in exploring these issues since law, an exclusively male domain for more than 50 years, is now 14 percent female, and one third of recruitments are women. Biological and social inheritance theories provide justification for the exclusion of women from jobs regarded as male; however, today these models are scrutinized for their more general analysis of human nature and development. Theories of this type have been, in some cases, adopted by feminine activists and fundamentalists, who each maintain that women are predisposed to values and objectives different from men. While early socialization does provide part of the explanation for the self-selection pattern which dissuades women from choosing careers that have been sex-typed as male, it does not account for the substantial increase in the number of women applicants to law school in the 1970's; these women were not socialized to the profession. The rapid and dramatic rise in women's admissions to law school occurred in too short a time to reflect real change in the childrearing patterns for young girls. Possible explanations for the increased enrollment for women lawyers include the influence of spouses and peers, and, in the case of older women going back to school, the influence of children. Opportunity has not only seemed to affect women's choice of law as a profession in the 1970's but their ambitions and aspirations as well. Although women have been socialized to place family and feminine values ahead of occupational success, more women now strive to succeed in the legal profession. (AG)

ED 232 098 CG 016 792

Truckenmiller, James L.

Predicting Vandalism in a General Youth Sample via the HEW Youth Development Model's Community Program Impact Scales, Age, and Sex.

Pennsylvania State Dept. of Public Welfare, Harrisburg.

SPONS. AGENCY- Pennsylvania State Office of Children, Youth and Families, Harrisburg.

PUB DATE- Aug 82

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Adolescents; *Delinquency; Elementary Secondary Education; Preadolescents; *Predictive Measurement; *Predictor

ED 232 112 CG 016 806

Martinez, Alyce C.; Sedlacek, William E.

Race and Sex Differences in College Student Perceptions of the Social Climate. Research Report #8-82.

Maryland Univ., College Park. Counseling Center.

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- *College Students; Comparative Analysis; Cultural Differences; *Expectation; Higher Education; *Racial Differences; Racial Factors; *Sex Differences; Social Attitudes; *Social Environment; *Subcultures

IDENTIFIERS- Conservatism; Liberalism

Environmental assessment, which involves examining the perceptions of people in a given environment or social climate (socially agreed upon norms for acceptable behaviors) is one method of placing behavior in context. The University of Maryland, College Park, conducted a student survey in order to examine the social climate through a study of subgroup differences in perceptions of social sanctions as a function of sex and race. Incoming freshmen (N=390, 47% male, 53% female, 80% white, 13% black, and 7% others), completed an anonymous 35-item questionnaire. The questionnaire contained items on contemporary issues, racial concerns, and beliefs. Respondents rated each item on a five-point scale, from strongly positive to strongly negative, according to how they believed most college students felt about persons holding certain values or beliefs. Analyses of results showed that race was significant on 11 of the 35 items; sex was significant on 9 items; and the interaction of race and sex was significant on 2 items. Blacks in the study tended to hold liberal views, while whites tended to be more conservative. Other racial groups had views that fell in between these two groups. Males held more conservative views than females. The findings demonstrate that each subgroup has its own psychosocial norms and expectancies. Attitudes and behavior must continue to be placed in the phenomonological world of the persons involved. (MCF)

Specialists Susan Heintz and Carol McPheeters have directed a continuous program which involves a total schoolwide commitment to developing positive feelings toward reading. The name of this program is "Paperback Pizzazz." This program utilizes a multitude of high interest paperback books which are written at the appropriate readability levels for the students. An unusual aspect of this program is that students have oral conferences with the reading specialist about the books they have read. This retelling technique provides the teacher with knowledge of the students' comprehension. The four program components are: (1) Motivation--Teachers take time to read excerpts from popular books in order to "sell" reading. Students may select a take-home book from the "Paperback Pizzazz" bookstore as a reward for reading throughout the year. Students who are awarded "Reader of the Month" or "Reader of the Week" certificates are permitted to read with the principal. (2) Reading--Every child at the school reads silently for one-half hour, four days a week. (3) Follow-Up--Individual conferences are held with each child. The teacher evaluates the book review given by the student. Awards are given weekly for good reports. (4) Rights, Respect and Responsibility--Group discussions stress the importance of each individual's right to read and the importance of good behavior. The entire school population (kindergarten through fifth grade) participates in this program on a rotating basis. Each grade level attends "Paperback Pizzazz" for six weeks during the school year. Modifications are made for kindergarten and first grade. Approximately 400 high-interest paperback books were needed to initiate the program and additional titles were added periodically. The revenue necessary for this project is provided by the P.T.A. and the Student Activity Fund. "Paperback Pizzazz" is situated in the reading room in an area wih bean bag chairs, comfortable pillows and carpeting which provides the students with an environment conducive to restful and relaxing reading. (John McCarthy is principal at Flowing Wells School, Tucson, Arizona.) (Author)

ED 232 127 CS 007 169

Sinatra, Richard; Stahl-Gemake, Josephine
How Curriculum Leaders Can Involve the Right Brain in Active Reading and Writing Development.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

specialists would incorporate psychotherapeutic strategies into classroom learning activities. Based on Gestalt and Ratio-Emotive therapy, and Cognitive-Behavior Modification, these exercises range in applicability from elementary to college level, and include writing activities to help clarify feelings and formulate goals, step-by-step work in problem solving, and circle games to highlight group interdependence. (MM)

ED 232 143 CS 007 230

Gallo, Donald R.
Students' Reading Interests--A Report of a Connecticut Survey.
PUB DATE- 14 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adolescent Literature; Childrens Literature; Elementary Secondary Education; Females; Males; *Reading Habits; *Reading Interests; *Reading Material Selection; *Reading Research; *Recreational Reading; School Surveys; Sex Differences; Student Attitudes; *Student Reaction
IDENTIFIERS- Connecticut

A questionnaire was sent to a number of elementary and secondary school English and reading teachers in Connecticut, asking them to survey one or two different classes to determine their students' reading interests. Questions dealt with such topics as favorite type of book, favorite books, more recently read title, favorite authors, sources of information, sources of books, book purchases, characteristics of books, and expenditures on books. Usable responses were received from 1,647 male and 1,752 female students from 51 schools in 37 different towns and cities. Among the findings were that females in grades four through six preferred books dealing with problems of growing up, followed by animals, mystery/suspense, and romance; while romances dominated the interests of girls in grades seven through twelve. For boys, sports remained at the top of the list at all grade levels. Very few students listed the same titles as their favorites. Variety dominated also in the list of the most recent books students had read for their own information or enjoyment. In the selection of books, the dust jacket seemed to be the most important quality for students at all grade levels, except for males in grades 10 and 11, where the title of the book was slightly more important. (HOD) writers, interviews were conducted of six subjects who regularly produced expository prose under the pressure of a weekly or monthly deadline. Subjects included Noel Perrin, essayist, book critic, and Dartmouth College professor; Tom Wicker, political columnist for "The New York Times"; Walter Kerr, drama critic for "The New" magazine; Susan Nykamp, managing editor of "Photo Marketing"; and Neal Gabler, a cohost of the PBS program "Sneak Previews" and film critic for "Monthly Detroit." Each interview was recorded on cassette and conducted according to a previously prepared set of questions. In addition, the notes and drafts of at least two articles were collected. Four conclusions were drawn from the evidence and documentation: (1) writers continued to develop their abilities beyond the levels of mere proficiency or competence; (2) writers gained ability through immersion in contexts and increased familiarity with a habitual, predictable task environment; (3) writers' commitment to and proficiency with their subject depended upon the degree of their personal intellectual involvement or commitment to that subject; and (4) standards of quality in writing were flexible in the view of the writer according to exigencies and characteristics of the task environment. (HOD)

ED 232 158 CS 207 623

Tremmel, Robert
The World and the Writing Classroom: The Teaching of the Writers-in-the-Schools.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Authors; *Classroom Techniques; Peer Evaluation; Teacher Role; Teaching Methods; Writing Improvement; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Audience Awareness; *Teacher Writers

Writer-teachers in the classroom offer two characteristics central to teaching students to write. The first is the writer's concern and respect for the students' own language and experience, and the second is the writer's broadly conceived sense of audience in the classroom. Writers try to maintain the connection between their students' own language and experience and the writing they will do in the classroom. They use several methods to help students see this connection, such as letting students talk before writing or allowing confirmed that women are segregated in the organizational role of communications technician, a position that earns a lower income than other organizational roles. The two surveys of public relations practictioners provide evidence that differences in male practitioner and female practitioner salaries cannot be entirely explained in terms of preparation for advancement. The two surveys also provide strong evidence that organizational role segregation is a useful construct in a theory of salary difference among women and men in public relations. Differences in incomes are significantly reduced when organizational roles are equalized. (HTH)

ED 232 174 CS 207 671

Dalsey, John F.
The Relationship between Law, Privacy, and Information Technology: A Legal and Philosophical Inquiry.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Civil Liberties; Computers; *Court Litigation; Information Storage; *Information Systems; Legal Problems; *Legislation; Media Research; *Privacy; *Technological Advancement
IDENTIFIERS- *Computer Managed Information; Computer Networks; Information Industry

Historically, legislation or judicial review successfully controlled threats to personal privacy by information technology. Wiretapping legislation, for example, developed along with sophisticated telephone equipment. Today, however, the law is unable to respond quickly enough to the constantly changing situations and behaviors created by massive computerization. Based on a paper concept of information, even such recent legislation as the Privacy Act of 1974 cannot address problems arising from the permanence and universality of computerized personal records. Not only legislation, but traditional common law, applicable in only certain situations and requiring proof of personal injury, is no longer viable in many contexts. If technology's impact on the individual is to be controlled, laws must be developed to cope with the future, instead of to simply reflect the past. The concept of personal autonomy must be refined to include control over the image presented. To that end, society should avoid loading computers with personal data, monitor the transmission of personal records between computer systems, and answers to questions on theme, meaning, characterization, and tone and mood, into a record of their growing understanding of how literature influences reader reaction. (Questions and students responses to specific poems are included). (MM)

ED 232 190 CS 207 717

Sommers, Jeffrey
Student-Teacher Memos: A Collaborative Means to Student Development.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Audiences; Elementary Secondary Education; Higher Education; *Interpersonal Communication; *Metacognition; *Self Evaluation (Individuals); Student Motivation; *Writing (Composition); Writing Evaluation; *Writing Instruction; Writing Processes

The student-teacher memo is a self-evaluative technique that shifts responsibility for writing development from teacher to student. Including descriptions of the intended audience, purpose, and perceived effect of a completed paper, along with specific questions the student would like the teacher/reader to answer on problems in the essay, the student memo serves as a catalyst for conferences and a focus for teacher evaluations. It also gives the teacher insight into student intent, thus encouraging the teacher to act as an editor rather than a judge. Even more importantly, the use of memos can inspire student metacognition, or reflection on his or her own writing process. Students in a freshman composition course, for example, reported considering memo questions before and during, as well as after, writing papers. Perceived by students as writing to a "real" audience with a definite purpose and as seeking specific results, the memos encourage reader-based, transactional prose. They represent one method of helping students develop their own literary voice. (MM)

ED 232 191 CS 207 724

ED 232 206

CS 207 763

Catalog of Instructional Materials in Spelling and Handwriting. 1983-1985.

California State Dept. of Education, Sacramento.

PUB DATE- 83

AVAILABLE FROM- California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($1.85).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTIONS- Elementary Secondary Education; *Instructional Materials; *Language Arts; *Spelling Instruction; State Programs; Textbooks

IDENTIFIERS- California

Listed in this catalog of instructional materials in spelling and handwriting are those materials adopted by the California State Board of Education for use in public schools from 1983 to 1985. Programs listed include those published by W. S. Benson; Bowmar/Noble; Globe Book; Harper and Row; D. C. Heath; Laidlaw Brothers; McGraw-Hill; A. N. Palmer; Random House; Riverside; William H. Sadlier; Science Research Associates; Scott Foresman; Silver Burdett; and Zaner-Bloser. Descriptions are arranged by publisher and include the state code, titles, grade level, termination year, and unit cost. A price list and order form are also included for state-adopted supplementary instructional materials in spelling and handwriting. (HOD)

ED 232 207

CS 207 765

Machowski, James Stanley; Brown, James William

Propaganda in Warner Brothers World War II Cartoons.

PUB DATE- Aug 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Animation; *Cartoons; Content Analysis; *Cultural Images; Ethnic Stereotypes; *Films; *Media Research; *Propaganda

IDENTIFIERS- Warner Brothers; *World War II many all-news listeners rank low in socioeconomic status and are members of relatively disenfranchised minorities. This atypical audience for news seems to use newsradio because the intellectual and monetary costs of listening are low. Newsradio's value-laden representations of worldly affairs may affect the attitudes and social sentiments of these two sorts of listeners quite differently. All-news radio capitalizes on reiteration both to present effectively its service information content and to present itself as a reliable, ever-available service resourse. (Author/HOD)

ED 232 222 CS 504 252

Cline, Rebecca J.
The Effects of Sex and Gender on Self-Reported and Behavioral Intimacy and Control of Self-Disclosure.
SPONS. AGENCY- Maryland Univ., College Park, Graduate School.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Behavioral Science Research; College Students; *Communication Research; Disclosure; Females; Higher Education; *Interpersonal Communication; *Interpersonal Relationship; Males; *Self Disclosure (Individuals); *Sex Differences

A research study was conducted (1) to investigate the effects of sex and gender of discloser, and sex of the interaction partner on self-disclosure reports and behaviors, in particular the dimensions of intimacy and control; and (2) to investigate the relationships between self-report and behavioral measures of disclosure and the impact of sex and gender on those relationships. Participants included 102 males and 194 females in a basic interpersonal communication course at a large eastern university. Participants were asked to complete the Bem Sex Role Inventory, a 21-item self-disclosure questionnaire, and the control subscale of the Wheeless disclosure measure, and participated in an acquaintance exercise. Data produced a significant sex by sex of partner interaction effect for intimacy. Results were consistent with previous research indicating more reported disclosure to same-sex than to opposite-sex targets. In the behavioral study, females disclosed more intimately than males. There were no significant results for self-report and behavioral control of intimacy. Correlations between self-report and behavioral measures for the

ED 232 238 CS 504 318

Cook, John A.; Hurt, H. Thomas
The Relationships among Organizational Communication Structures and Basic Communication Course Learning Outcomes.
PUB DATE- 29 May 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attitude Measures; *Classroom Communication; College Students; Communication Apprehension; *Communication Research; Credibility; Higher Education; Models; *Outcomes of Education; Predictive Validity; *Speech Instruction; *Student Attitudes
IDENTIFIERS Satisfaction

A study examined the power of communication apprehension, person perception, network connectedness, and course satisfaction to predict learning outcomes in a college communication course. Subjects, 81 students from a multisection course, completed a variety of self-report instruments measuring their communication apprehension levels; perceptions of teacher attraction, character, sociability, extroversion, competence, and composure; satisfaction with the course; and perceptions of class social structure. In addition, the students' final grades in the course were recorded. Canonical correlation analysis revealed that approximately 60* of the variance in learning outcomes was accounted for by the interaction of psychological and social structures. (FL)

ED 232 239 CS 504 319

Owen, William Foster
Interpretive Themes in Relational Communication.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

outcomes. Collective gaining, however, fosters communication and recognition of common goals and values. Outcomes include integrative (win-win) solutions or voluntary deference (deferring to superior claims). A case study of collective gaining in Forest Park (Illinois) shows that communication, open meetings, reduced time pressures, and unrestricted agendas enhance mutual understanding and interaction of teachers, principals, and school board members. Greater Latrobe (Pennsylvania) teachers and board members utilized a communications laboratory to resolve a dispute. Opposing sides met for several days and phases. Extensive questioning and open discussion were encouraged. Participants evaluated both gaining processes favorably. Collective gaining requires a skilled facilitator and is based on a sequence of critical events: creating readiness, communicating (which utilizes transactional analysis theory), understanding, trusting, accepting, caring, and gaining. Do's and don'ts of collective gaining involve such issues as recognizing the need for change, planning, and communications sessions. Tables provide participant evaluations and compare collective processes. (PB)

ED 232 252 EA 015 798

Turner, Donald G.
Legal Issues in Education of the Handicapped. Fastback 186.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
SPONS. AGENCY- Phi Delta Kappa, Los Angeles. Univ. of Southern California.
REPORT NO.- ISBN-0-87367-186-4
PUB DATE- 83
AVAILABLE FROM- Publications, Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($.75; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Compliance (Legal); *Court Litigation; *Disabilities; Discipline Policy; *Educational Discrimination; Elementary Secondary Education; Expulsion; Federal Legislation; Legal Responsibility; Student Placement; *Student Rights
IDENTIFIERS- *Education for All Handicapped Children Act; *Rehabilitation Act 1973 (Section 504)

This booklet looks at selected recent court cases dealing with a

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrator Attitudes; Administrator Evaluation; *Administrator Role; Case Studies; Elementary Secondary Education; Models; Objectives; Organization; Principals; *Superintendents; Teacher Administrator Relationship; *Teacher Evaluation; *Teacher Supervision

Based on a theoretical paper on effective supervision (reproduced here), this study attempted to investigate superintendents' definitions of, knowledge of, assumptions about, and perceived effects of the supervisory structures and organization they have established in their school districts. Semistructured interviews of six superintendents in suburban-rural school districts in Appalachia were conducted, analyzed for content themes, and compiled by the researcher into the individual "case studies" presented here. The interviews illuminated several commonalities across the six districts. First, supervision of teachers, largely the same in all six districts, is oriented around inspection of minimum standards of performance as required by the state. Formal and informal monitoring of teachers appeared insufficient to achieve the control of curriculum and teaching method that superintendents perceived desirable. Although teachers must fulfill a set of invariant expectations, other administrators in the systems help develop their own goals. Finally, the researchers concluded that comparison of these supervisory systems with a theoretical model of organizational effectiveness suggests that all six systems have major deficiencies. Authors view their work as exploratory research, identifying questions for further research on supervisory practices, training, organization, and school effectiveness. (Author/JM)

ED 232 267 EA 015 815

Bussard, Ellen
The Arts in Surplus Schools.
Educational Facilities Labs., Inc., New York, N.Y.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
REPORT NO.- ISBN-0-88481-246-4
PUB DATE- 81
AVAILABLE FROM- Publications, Florence Wasiak, Academy for Educational Development, 680 Fifth Ave., 9th Floor, New York, NY

making truly effective use of highly qualified specialists depends upon the extent to which economic and technological policy is directed towards satisfying social needs. (JW)

ED 232 280 EA 015 842

Longe, Remi S.
Factors Influencing Current Costs of Secondary Education in the Oyo State of Nigeria.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
REPORT NO.- IIEP-RR-46
PUB DATE- 82
AVAILABLE FROM- Publications, International Institute for Educational Planning, 7-9 rue Eugene-Delacroix, 75016 Paris, FRANCE (Order No. B.108; Frs. 10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- *Educational Finance; Enrollment; *Expenditure Per Student; Foreign Countries; Instructional Student Costs; Noninstructional Student Costs; Resource Allocation; Secondary Education; *Unit Costs
IDENTIFIERS- *Nigeria

Concentrating on a sample of 30 secondary schools in the Oyo state of Western Nigeria, this study diagnoses the disparities in secondary education development there and seeks those factors that determine the unit cost of education. The status of secondary educational development in Oyo state is shown by examining those indicators showing such variables as access to secondary education, the quality of education (through student-teacher ratios), the efficiency of schools (through their average size), and the unit cost per student year. Critical areas requiring immediate improvement are highlighted. An analysis of enrollments and teaching manpower in 30 secondary schools, both rural and urban, provides data that are used to discover cost norms, such as unit cost, cost-size relationship, and rural-urban comparison of recurrent expenditures. In finding factors that are most important in determining unit costs of secondary education, the author identifies significant variables in the expenses of the 30 schools and then finds statistically the relative contributions of cost factors. He discovers that the factors crucial to cost are student-teacher program, law enforcement officers from Chula Vista, Imperial Beach, and National City joined forces with the members of the district staff in conducting spot sweeps at various locations throughout the South Bay. Approximately 373 students who should have been in school were apprehended and taken to a receiving center and returned to their parents. Students who were wards of the court were taken to juvenile hall. Immediate follow-up action was taken. Parents were contacted; students were counseled; and everyone involved was made aware of the legal, social, and personal problems that truancy represents. RESULTS WERE POSITIVE: (1) ATTENDANCE WAS IMPROVED - a decrease of 6.7 percent was noted in the non-illness absence rate district-wide; and (2) VANDALISM DECREASED - the Chula Vista Police Department reported a 30 percent decrease in daytime burglaries; National City Police Department reported a 38 percent decrease in daytime residential burglaries and a 47 percent decrease in vehicle burglaries between 8 a.m. and 2 p.m. during the Operation Stay In School sweeps last school year. Reactions from parents of the community have been positive and supportive. Operation Stay In School is an example of various community agencies working together. Because of the benefits realized, the program will be continued during the 1982-83 school year. (Author)

ED 232 295 EA 015 911

What Do Unauthorized Absences Cost the District?
Sweetwater Union High School District, Chula Vista, Calif.
PUB DATE- 30 Sep 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Attendance; Average Daily Attendance; *Costs; High Schools; School Districts; *Truancy
IDENTIFIERS- PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: For each student day of unauthorized student absence, the district loses $11.95. Last year there were 95,818 student days of unauthorized absence for which the district did not receive any money from the state. This represented a loss to the district of $1,145,025. These appear to be staggering figures. However, it must be remembered that there are approximately 23,000 students enrolled in the district; and the 95,818 student day absences, when divided by the 175 school days, represents an average daily unauthorized absence of 548 students or approximately 2 percent of the total student body. Although 2

ED 232 311 EA 016 015

Thomas, Stephen B.
The Testing of Teachers: Legal Parameters and Procedures.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see EA 016 000.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Administrator Guides; *Court Litigation; Elementary Secondary Education; *Equal Opportunities (Jobs); Federal Courts; Job Analysis; Personnel Policy; School Law; State Courts; *Teacher Evaluation; *Testing; Test Reliability; Test Validity
IDENTIFIERS- Supreme Court

This chapter is limited to the specific employment practice of employee testing. The purpose is to distinguish between constitutional and statutory standards for challenging discriminatory testing practices and to propose procedures for developing, administering, and using tests as part of personnel decisions. Four Supreme Court cases are summarized that involved constitutional and statutory standards. Based on these case law precedents and related Equal Employment Opportunity Commission guidelines, procedures for validating tests to help in the selection of teachers have been developed. The procedures suggested are presented in a 12-step simplified format. (MLF)

ED 232 312 EA 016 016

Faber, Charles F.
The New Member on the Court: Potential Effect on School Law Decisions.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see EA 016 000.
LANGUAGE- English
Document Not Available from EDRS.

Project: "Teach 'n' Reach" Communicatively Handicapped: Hearing Impaired, Language Impaired. (Book 2 out of 4.)

LaMesa - Spring Valley School District, Calif.

SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 81
AVAILABLE FROM- La Mesa-Spring Valley School District, Special Programs Dept., 4750 Date Ave., La Mesa, CA 92041 ($6.00 teacher's guide, $62.00 for 4 curriculum guides).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Auditory Perception; Communication Aids (for Disabled); *Communication Disorders; Communication Skills; Definitions; Elementary Secondary Education; Etiology; Expressive Language; *Hearing Impairments; Language Acquisition; *Language Handicaps; Learning Activities; Lesson Plans; Receptive Language; Sign Language; *Student Attitudes

The third of five volumes (and the second of the four curriculum guides) of Project Teach 'n' Reach, a program to help regular classroom teachers teach nondisabled students about disabilities, deals with communication handicaps. The curriculum addresses the following issues under the topic of hearing impairments: anatomical structures of the ear, tranmission of sound, auditory assessment, auditory perception, hearing aids and telecommunication devices for the deaf, speech of the hearing impaired, communicating with the hearing impaired, lipreading skills, nonverbal communication, fingerspelling, sign systems, sign language, and ways to increase student awareness about the hearing impaired. Activity suggestions are presented for the following topics concerning language impairments: anatomical structures of the brain; causes of language impairment; use of senses to develop language; normal language development; expressive and receptive language; phonology; morphology; syntax; semantics; word finding; vocabulary recall; language skills and mathematics, spelling, writing, and reading; the frustrations of the language impaired; and ways to develop positive attitudes toward the language impaired. Each topic includes information on goals, performance objectives, and activity procedures. (CL)

ED 232 327 EC 152 594

Kagan, Arleen

Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Autism; Child Development; *Cognitive Development; *Communication Skills; *Developmental Stages; Exceptional Child Research; *Perceptual Motor Learning; *Sensory Training

The relationship between sensorimotor performance and communicative ability in 18 autistic children (40 to 108 months old) was studied. The children were administered the Means-End and Operational Causality scales from the Ordinal Scales of Psychological Development. In addition, the Ss were assessed on four measures of verbal and nonverbal competence: (1) a teacher rating of the child's typical method of communication, (2) two classroom observations of spontaneous and prompted nonverbal/verbal communicative behavior, (3) the Peabody Picture Vocabulary Test, and (4) six standardized tasks designed to elicit communicative responses. No prevalent pattern of pre-Stage V sensorimotor performance was found. While communicative capabilities varied substantially across the children, sensorimotor performance was consistently at or above Stage V in all cases, and predominantly at or above Stage VI. The relationship between sensorimotor performance and communicative ability that has been found in several studies of both normal and retarded children was not replicated in this sample of autistic children. While these results do not disprove the theory that Stage V sensorimotor skills are necessary for communicative development, they do suggest that achieving that level of skill does not predict advanced communicative ability. It is suggested that future research assess the interface of developmental and behavioral psychology, and that greater effort be made to translate known/theorized developmental processes into intervention procedures for atypical populations. (SEW)

ED 232 341 EC 152 621

O'Malley, Charles J.
Major Issues Confronting the Nation's Private Education Community
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Disabilities; *Educational Cooperation; Elementary Secondary Education; Federal Aid; *Government School Relationship; *Interschool Communication; Private School Aid; *Private Schools; *School Policy

Two papers by Polish scientists are provided that correlate lifelong education with man's creative activity and explore creativity as a practical philosophy. In "Permanent Education and Creativity," Bogdan Suchodolski supports the connection between permanent education and man's creative activity. He suggests that civilization is at a crossroads and wise control is needed to save it from dangers. The propositions of the most recent Club of Rome Report, "No Limits to Learning," are considered as are G. Picht's alternative, utopian proposals. Educational aims are explored that are based on preparations for a new, expected future and are not those of an adaptation to an existing reality. Discussion of creativity looks at the limits of a program for creativity. "Creativity as a Practical Philosophy," by Janus Kuczynski, is divided into three parts. The first part attempts a Marxist, positive interpretation of how sense comes to be created by man. The focus of part two is the concretization of socialism. The concepts of individuality, creativity, and community as a program are discussed as well as the formulation of an axiological attitude. Creativity is proposed as a means of a mutual development of the individual and the community. Part three gives an overview of social creativity under socialism in Poland. (YLB)

ED 231 942 CE 035 150

International Meeting of Experts on the Promotion of Productive Work in Education (Paris, France, November 24-28, 1980). Secretariat Working Document. Elements of Reflections Proposed by the Participants. Final Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

REPORT NO.- ED-80/CONF.627/3; ED-80/CONF.627/6; ED-80/CONF.627/7
PUB DATE- Nov 80
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Developed Nations; *Developing Nations; *Education Work Relationship; *Elementary Secondary Education; *Experiential Learning; *Foreign Countries; Learning Activities; Program Descriptions; Program Effectiveness; Program Evaluation; Student Experience; Vocational Education; *Work Experience Programs
IDENTIFIERS- Arab States; Bangladesh; Benin; China; Cuba; India;

advisory committee members in Texas and on a literature review, this guide was developed to help leaders of displaced homemaker programs conduct workshops for their clients. Following an introduction which explains the rationale for conducting workshops for displaced homemakers, the guide is organized into three sections. The first section explains how to organize workshops, including setting the time and place, dealing with guest leaders, generating publicity, offering extra services, assisting handicapped clients, conducting the workshop, and evaluating the workshop. The second section lists the results of the project survey that determined which subject areas are considered to be important for inclusion in a displaced homemaker workshop series. The final section of the guide contains outlines for two weeks of workshops on the subject areas rated "very important" by the client and advisory groups, along with five days of optional workshops on other topics. The outlines give suggestions for each session, covering session length, objectives, major points to be covered, format, suggested sources for gaining detailed information on the subject, and any special suggestions that will help in conducting the particular session. Topics covered in the model workshop plan include self-enhancement, financial management, single parenting, looking at careers, job search skills, and wrap-up sessions. Optional workshops include these topics: living in the community, nutrition and good grooming, living without a spouse, and success on the job. The workshop outlines were field-tested at Central Texas College. (KC)

ED 231 957 CE 036 316

Dahlberg, Maurine
A Manual for Post-Secondary Displaced Homemaker Programs.
Central Texas Coll., Killeen.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Advisory Committees; Career Counseling; Community Colleges; Cost Effectiveness; Decision Making Skills; *Displaced Homemakers; Employment Potential; Employment Programs; Evaluation Methods; Facility Requirements; Job Development; Job Skills; Participation; Postsecondary Education; *Program Development; Program Evaluation; *Program Implementation; Recordkeeping;

Vocational Education.
SPONS. AGENCY- Consortium for the Development of Professional Materials for Vocational Education.
REPORT NO.- ISBN-0-89606-140-X
PUB DATE- 83
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602 ($5.15).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Education; Behavioral Objectives; Case Studies; Competence; Competency Based Education; Data Collection; Decision Making; *Decision Making Skills; Information Seeking; *Inquiry; *Inservice Education; Learning Activities; Learning Modules; Postsecondary Education; Program Improvement; *Questioning Techniques; *Questionnaires; Research Methodology; Technical Education; *Vocational Directors; Vocational Education

This module is one of a series of learning modules designed to help vocational education administrators to improve their skills. The module addresses two types of information-gathering or inquiry skills that will help an administrator collect information for decision making: (1) developing and using questionnaires and structured interview schedules, including how to decide which is appropriate for a particular situation and how to design and use the appropriate instrument; and (2) using small-group techniques to gather and organize information for decision making. The module contains an introduction and three sequential learning experiences. Overviews, which precede each learning experience, contain the objective for each experience and a brief description of what the learning experience involves. The learning experiences contain information sheets, sample forms, case studies, suggested resources, and feedback suggestions, creating a self-contained learning program to introduce the vocational administrator to the use of inquiry skills and to give him/her a solid foundation for using inquiry skills to improve vocational-technical programs. (KC)

ED 231 971 CE 036 380

New Hampshire VIEW. Vital Information for Education and Work. 1983 Edition.
Ohio State Univ., Columbus. National Center for Research in

Boyle, Karen Kimmel; Whelden, Ernest
Career Information in the Classroom: Workshop Guide for Infusing the Occupational Outlook Handbook. Special Publication Series No. 39.
New York State Occupational Information Coordinating Committee, Albany.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.; Office of Career Education (ED), Washington, D.C.
PUB DATE- 83
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (Order No. SN39--$29.50).
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Career Development; *Career Education; Career Exploration; Competency Based Education; Economics; Elementary School Teachers; Elementary Secondary Education; *Fused Curriculum; Inservice Teacher Education; Labor Market; Learning Activities; Learning Modules; Lesson Plans; *Occupational Information; Secondary School Teachers; *Teacher Workshops; Teaching Guides; *Teaching Methods; *Teaching Skills; Tests
IDENTIFIERS- *Occupational Outlook Handbook

An instructor's manual and six instructional modules are provided for a workshop to motivate and train K-12 teachers to incorporate occupational information into their curricula. Contents of the manual include an overview of the competency-based training package with brief descriptions of the modules (concepts and teaching competencies addressed, the instructional activities and content, and approximate time lines for instruction), information on how to plan a workshop, and helpful hints and techniques for group leadership. A competency opinionnaire is appended. Module titles are (1) Basic Principles of Career Development, (2) How to Develop Infused Activities, (3) The Occupational Outlook Handbook and Occupational Information, (4) Understanding the Labor Market, (5) Understanding the Economy, and (6) Exploring Careers. Each module is designed with a similar format. An introductory page presents the module's purpose and the key concepts and teacher competencies it addresses. The instructional content is presented in two or three learning experiences. An overview sheet for each learning experience identifies the key concepts, competencies, and objectives covered and presents pertinent instructor information (instructional time, resources, and instructional methods). An instructor's outline provides detailed information. Masters for suggested worksheets, handouts, and transparences follow. Modules 4-6 include abstracts of

involves a procedure for interfacing and analyzing occupational supply and demand data. Because it is intended to be a user-oriented system, the OIS will be complemented with a comprehensive user education and training program. The State Occupational Information Coordinating Committee (SOICC), the body charged with coordinating the necessary resources to develop and implement an OIS, has the following four operational alternatives for OIS development: an information clearinghouse, a publication-producing OIS, a network of interrelated programs and systems, and a comprehensive computer-based system. (Concluding this report are a SOICC director's strategy for developing an OIS along with descriptions of agency programs and other data sources relevant to the OIS; occupational, industrial, and instructional classification structures; cross-code references; and OIS development aids.) (MN)

ED 231 998 CE 036 431

Occupational Information System (OIS) Handbook Training Package.
National Center for Education Statistics (ED), Washington, DC.; National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- Jan 81
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Definitions; Employment Patterns; Employment Projections; Guidelines; *Information Sources; *Information Systems; *Information Utilization; Instructional Materials; Labor Needs; Labor Supply; Labor Utilization; Learning Activities; Lesson Plans; *Occupational Information; *Program Content; *Program Development; Program Implementation
IDENTIFIERS- *Occupational Information System

This training package, consisting of information concerning the content, use, and applications of the Occupational Information System (OIS), is designed for use in a training presentation conducted for administrators, trainers, counselors, job placement specialists, and economic development staff who will be working with the OIS. Included in the package are an introduction, a presenter's outline, and a collection of graphics. The introduction consists of guidelines for reproducing the OIS-related graphics into either hard copies or transparencies. Provided in the presenter's outline are guidelines for covering the following topics: the rationale for the administrator through the decision process that is typically associated with choosing and adopting microcomputers for the school. For each point in this process, applicable resources are cited and reviewed. The chapter examines items such as hardware selection and purchase, software selection, computer literacy, teacher and staff inservice education, and potential applications. The second chapter contains a list of journals and periodicals dedicated to the use of the microcomputer and related technology in education. In the third chapter, a list provides organizations that have educational computing and related instructional technologies as a primary focus, while in the fourth chapter, commercial educational software vendors are listed. The final chapter contains an extensive annotated bibliography of literature related to microcomputers and vocational education. The annotated entries are grouped into seven categories and an explanation of the classifications is provided. (Especially useful to the vocational educator is a section devoted to examples of microcomputer use in vocational and technical schools.) (KC)

ED 232 013 CE 036 464

Wonacott, Michael E.; Hamilton, James B.
Updating Teachers for Tomorrow's Technology: Programs & Practices. Research & Development Series No. 241.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (Order No. RD241--$5.75).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTIONS- Educational Finance; Industrial Training; *Inservice Teacher Education; Internship Programs; Models; Part Time Employment; Postsecondary Education; *Program Descriptions; *Program Design; Program Development; Teacher Education; *Teacher Education Programs; Teacher Employment; Teacher Exchange Programs; Teacher Motivation; Teacher Workshops; *Technological Advancement; Work Experience Programs

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTIONS- *Communications; Computer Assisted Instruction; Computer Oriented Programs; *Computers; Data Processing; *Educational Planning; *Futures (of Society); Information Processing; Postsecondary Education; Reprography; Secondary Education; *Technological Advancement; Telecommunications; *Vocational Education; Word Processing

Communications technology must advance to meet the need for improved information processing by the year 2000. Four major technologies are involved: computers and data processing, telecommunications and telephones, reprographics, and word processing. Each of the technologies shows growth in sales, applications, and usage. Facts and projections reveal that probably a 20-year gap exists between the technology and its applications in widespread use. Furthermore, technologies are blurring. Changes in communications technology have social implications in such areas as electronics and consumer finances, health issues related to terminals, the wired home, freedom of information and right to privacy, computer vulnerability, applications and gadgetry, and international concerns. As every individual and every job will be affected by computers, general education and career education (career guidance and vocational training) must integrate the computer as both an instructional tool and as a piece of work equipment. Vocational educators must acquire computer skills and use the computer in teaching job skills and managing the classroom, and vocational education programs must acquire computers and/or computer-powered equipment. (Reading recommendations are made for all vocational educators. Appendixes include articles on the computer and a bibliography of references.) (YLB)

ED 232 027 CE 036 498

Iwler, Irvin H.; And Others
Mainstreaming Handicapped Students into Cooperative Education: A Handbook for Vocational Educators.
Pittsburgh Univ., Pa. School of Education.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.
PUB DATE- 30 Jun 82

The Youth Incentive Entitlement Pilot Projects (YIEPP) demonstration was a large-scale test of a school-conditioning guaranteed jobs program for teenagers from low income families. Unlike previous youth employment programs, the YIEPP linked school and work by offering jobs to all youth who met the eligibility criteria and who also agreed to remain in, or return to, school. During the 30-month demonstration, over 76,000 youth were employed by YIEPP work sponsors at 17 project sites across the country, operated by competitively selected Comprehensive Employment and Training Act prime sponsors. At the project's conclusion, a feasibility analysis was conducted to examine the ways in which YIEPP sponsors developed sufficient numbers of jobs for the target population and the degree to which the program's basic eligibility requirements and its school performance and attendance standards were enforced. The demonstration indicated that selected prime sponsors could feasibly enroll large numbers of economically disadvantaged youth in a guaranteed jobs program and provide them with adequate or better work experience despite fairly demanding program constraints of time and scale. What proved to be less feasible was the enforcement of some of the eligibility and school performance standards. (Appended to this report are site profiles, supplemental tables and charts, and a methodology for length of stay and termination analysis.) (MN)

ED 232 041

CE 036 536

Vocational Education. Report by the Secretary of Education to the Congress, 1982.

Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Jun 83

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Adult Education; Annual Reports; Bilingual Education; Compliance (Legal); Consumer Education; Correctional Education; Disadvantaged; Displaced Homemakers; Economic Development; Educational Finance; *Educational Practices; Educational Quality; Enrollment; Financial Support; Job Placement; Job Training; Minority Groups; Outcomes of Education; Postsecondary Education; Program Administration; Program Costs; Program Descriptions; Program Development; *Program Effectiveness; *Program Implementation; Program Improvement; School Districts; Secondary Education; State Programs; Student Characteristics; Student Organizations;

vehicle for presenting prototype materials.) The philosophy of Naval Reserve training on which the proposed concept for refresher training is based is presented, and the study approach used to construct the prototype materials is described. Next, the prototype materials, an operational scenario and a related training game, which would provide practice in a supporting knowledge or skill area, are presented. Their operation is described through reproductions of printed frames generated by a microcomputer on which the prototypes were run. Explanatory information and commentary appear. Issues related to the design and use of sample prototypes are identified, and the potential application of this refresher training concept is discussed. Appendixes include the computer programs developed in support of the prototype materials and reprinted information describing a commercially available computer simulation exercise that might be used to extend the application of the proposed refresher training concept. (YLB)

ED 232 056 CE 036 587

Schipper, Lowell M.; Doherty, Michael
Decision Making and Information Processing under Various Uncertainty Conditions. Final Report.
Bowling Green State Univ., Ohio. Dept. of Psychology.
SPONS. AGENCY- Air Force Human Resources Lab., Williams AFB, Ariz.
REPORT NO.- AFHRL-TR-83-19
PUB DATE- Aug 83
CONTRACT- F33615-81-K-0014
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adult Education; *Aircraft Pilots; Cognitive Processes; *Decision Making; Higher Education; *Military Personnel; Military Service; Psychological Studies; Reliability; *Undergraduate Students
IDENTIFIERS- *Air Force; *Uncertainty

Seven experiments were conducted concerning decision making and information processing under conditions of uncertainty. Several different experimental tasks were used; all presented the subject with multiple independent sources of information regarding the likelihood that some event would occur. Study 1 subjects were Air Force pilots; all other subjects were undergraduate college students. The independent variables included the number of inputs, the inputs' reliability, the effects of discrepant inputs, the format of the problem, and the time available to respond. All tasks scores, and accepting staff referrals; specific counselor and student objectives are also included. Counseling tasks related to each set of objectives are detailed, and a month-by-month timetable for the accomplishment of these tasks is provided. (AG)

ED 232 069 CG 016 763

Koch, Alberta Y.
Conceptualizing Family Stress: A Systemic Revision of Hill's ABCX Model.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Evaluation Methods; Family Environment; *Family Problems; *Family Relationship; Models; *Stress Variables; *Systems Approach
IDENTIFIERS- *Family Crises

This report offers a theoretical approach to the study of family adaptation to stress. Major works pertaining to family theory, research, and stress, published since 1979, are explored as a theoretical framework, and three conclusions are drawn from these sources: (1) Hill's ABCX model of family stress still influences family stress research; (2) the emphasis in family theory and research is shifting from observing outcomes to explaining them; and (3) systems theory allows for the conceptualization of complex family phenomena. Systems theory, which posits circular relationships among events, is discussed in terms of three concepts which provide a theoretical basis for the study of family adaptation to stress: that any event occurring within the system will have an impact upon the entire system, that there are feedback loops, both positive and negative, which either interrupt or escalate the stress cycle; and the concept of morphogenesis, or events which require a change in family rules in order to restore stability to the system. A systemic model of family stress based on Hill's model is then described, and operational definitions of the six constructs included in the theoretical model are discussed: health problems; behavior problems; emote OK (family rules about emotional expression); role flexibility; emote (experienced emotions); and adapt (absence of problems previously present). Methods of measuring each of these constructs are also discussed. Graphic illustrations of Hill's ABCX model and of the systematic revision are appended.

Teenagers Who Use Organized Family Planning Services: United States, 1978. Data on Health Resources Utilization Series 13, No. 57.
National Center for Health Statistics (DHHS/PHS), Hyattsville, MD.
REPORT NO.- DHHS-PHS-81-1718
PUB DATE- Aug 81
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- *Adolescents; Clinics; *Contraception; Early Parenthood; *Family Planning; *Females; Gynecology; Human Services; Medical Services; Obstetrics; *Pregnancy; Secondary Education; Sexuality; Statistical Data

Adolescent childbearing is a major concern because of the associated negative health, social, and economic consequences. To determine whether teenagers are using organized family services to prevent unwanted pregnancies, the National Reporting System for Family Planning Services began in 1972 to collect information on family planning clinic patients in the United States, Guam, Puerto Rico, and the Virgin Islands. Family planning visits to private physicians were excluded from the survey. Since 1977 the survey has included only those visits made for medical services associated with family planning; visits made for replenishing contraceptive supplies, counseling, pregnancy, or venereal disease tests were excluded. The 1978 survey consisted of a sampling of 1,195 randomly selected sites and a systematic selection of visits based on a proportion of each site's reported annual number of visits, and its geographical location. This report of the 1978 survey provides a descriptive analysis, with tables and graphs, of the teenagers under study. The following areas are presented: social and demographic characteristics; pregnancy history; contraceptive utilization and sources of method; contraceptive method switching; and teenagers compared with older women. The appendices provide technical notes discussing survey methodology, data collection and processing, and the reliability of estimates; definitions of terms used in this report; and a copy of the Clinical Visit Record which was used to collect survey data. (WAS)

ED 232 084 CG 016 778

Foster, Jean; Eckard, Eugenia

Variables; Sex Differences; Sex Role; *Vandalism; Youth
IDENTIFIERS- *Impact Scales

The former HEW National Strategy for Youth Development model was a community-based planning and procedural tool to enhance and to prevent delinquency through a process of youth needs assessments, needs targeted programs, and program impact evaluation. The program's 12 Impact Scales have been found to have acceptable reliabilities, substantial predictive validity with respect to Self-Reported Delinquency (SRD), and consistent correlational structural validity. In order to access the ability of the Impact Scales (excluding SRD) to predict vandalism, and also to assess the predictive relationship of age and sex to vandalism, 1,550 randomly selected males and females, aged 10-19, completed the Impact Scales (excluding SRD), and a demographics questionnaire. Data analyses indicated that 73.4% of the sample could be correctly classified by the Impact Scales and by sex. The variables most predictive of vandalism were: Normative Peer Pressure; Youth Perceived Negative Labeling by Parents; Normlessness; Youth Perceived Lack of Access to Educational Roles; Youth Perceived Negative Labeling by Peers; and sex (males were more likely to engage in vandalism). These results are similar to those obtained in an earlier study which classified youths into delinquency levels from Impact Scales scores. The results indicate that the predictors of vandalism are the same for delinquency in general, and that peer relations are the most predominantly associative of several factors in both cases. (AG)

ED 232 099 CG 016 793

Wright, Doris J.
Advisors and Advisees: Developing Responsible Advising Relationships. An Examination of Self-Disclosure within Advising.
PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Academic Advising; College Students; *Counselor Client Relationship; Faculty Advisers; Higher Education; Interpersonal Relationship; Literature Reviews; *Self Disclosure (Individuals); *Student College Relationship

Academic advising is one of the primary vehicles for communicating information regarding course selection and degree attainment. Advising may also contribute to a student's overall success or

ED 232 113

CG 016 807

Birky, Ian
Black and White Differential Response to Pretherapy Introductions.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Blacks; College Students; *Counselor Evaluation; *Counselor Qualifications; Cross Cultural Training; Higher Education; *Knowledge Level; Program Length; *Psychotherapy; *Racial Differences; Sex Differences; Whites
IDENTIFIERS- *Pretherapy

To explore the relationship between pre-therapy information and perceptions of therapy by prospective clients, a total of 192 black subjects and white subjects, equally divided by race and sex, were presented pre-therapy information, observed an initial therapy session, and then rated the therapist and predicted the overall therapy duration. Manipulation involved the presence or absence of an introduction differentiating the roles of psychotherapist and client from physician and medical patient. Another variable involved the therapist presenting himself as either specially trained in minority issues or by standard means. It was hypothesized that role information and minority training would elicit higher therapist ratings and longer therapy predictions. Analysis of variance tests were performed with significance set at the .05 level. Although pre-treatment information caused no main effect differences, therapist ratings by blacks increased when therapy information was provided. An interaction effect of role and training information elicited higher therapist ratings and equalized blacks' and whites' predictions of therapy duration. (Author/AG)

ED 232 114

CG 016 808

Meacalf, Ann Wachob
The Communication Center Program Manual.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cerebral Dominance; *Creative Thinking; Creative Writing; *Divergent Thinking; Elementary Education; English Curriculum; *Imagery; Imagination; *Language Arts; Metaphors; Teaching Methods; *Writing Exercises

Curriculum leaders, program specialists, and teachers can intentionally arouse the activation of one hemisphere of the brain over the other through the use of right brain strategies in language learning. While most functions of the left hemisphere are concerned with convergent production (getting the right answer), functions of the right hemisphere are concerned with divergent production that involves imagery--the vehicle through which creativity occurs. Right-brain strategies in written language encourage the use of thinking inherent in analogy, metaphor, synthesis, and imagery. An example of such a strategy is the use of a configural structure involving free association, imagery, and metaphorical thinking known as a "web." Because humans think in images, several activities that encourage free association and imagining can form the basis for language arts activities. For example, guided fantasy can help students to sustain an imaginary experience. The technique of imagining can be used to enhance comprehension. Students can be invited to close their eyes and "put themselves" into the story. Because pictures represent actual life situations, they can be used to expand language and develop compound and complex sentence structures holistically. These activities use children's natural abilities to imagine by asking them to describe the pictures and ideas that evolve in their minds. Similar strategies can be designed which tap the innate resources of metaphorical and analogic thinking. (HOD)

ED 232 128 CS 007 174

Glynn, Shawn M.
Cognitive Processes Involved in Text Learning.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Processes; Content Area Reading; Elementary Secondary Education; Higher Education; *Learning Theories; *Reading Comprehension; Reading Instruction; *Reading Processes; *Textbooks;

ED 232 144 CS 007 232

Mozer, Michael C.
Letter Migration in Word Perception.
California Univ., La Jolla. Center for Human Information Processing.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR-8301
PUB DATE- Apr 83
CONTRACT- N00014-79-C-0323
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Processes; Higher Education; *Letters (Alphabet); Reading Comprehension; *Reading Research; *Visual Perception; *Word Recognition

Four experiments investigated the phenomenon of letter migration, the tendency of readers to assign letters from one word to another appearing in close proximity. The experiments, which involved college undergraduate students, revealed several properties of letter migration, including the following: (1) migrations are more frequent when the words are separated by small physical distances; (2) a majority of the migrations are a result of letters being copied from one word to another, not from the interchange of letters of the two words; (3) migrations to a word are less frequent when subjects focus attention on that word; and (4) migrations are far more frequent when the words share letters in common. This last result suggests that migrations are not caused by a loss of spatial information at the letter level, that is, by free-floating letters being wrongly combined. Rather, migrations occur because of structural limitations at a high level of the word recognition process, perhaps during lexical activation. (Author/FL)

ED 232 145 CS 007 234

Christine, Charles T.; And Others

class collaboration on a poem. The writers also play a variety of audience roles in order to meet students' needs at particular points in their development and at different stages in the writing process, often sharing their work, thoughts, and feelings with students. Students are encouraged to reciprocate. Students also benefit from peer interaction. Writers provide students with opportunities to "publish," in the form of ditto sheets and literary journals, providing yet another audience and the encouragement that publication brings to writers. This audience sequence suggests a further parallel with the sequence of language activities: one way for a teacher to establish himself or herself as an audience deserving of students' trust is to recognize and accept the value of their language and writing interests. Students must begin writing in their own language about things that matter to them, and it is the job of writing teachers to make forms and conventions serve the students' purpose, not the other way around. (HTH)

ED 232 159 CS 207 628

Bazerman, Charles
Written Language Communities: Writing in the Context of Reading.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Content Area Writing; Elementary Secondary Education; Literacy; *Literary History; *Literature; Literature Appreciation; Social Environment; *Writing (Composition)
IDENTIFIERS- *Reading Writing Relationship

Without a clear idea of the continuity of literary traditions, one is apt to lose a firm grasp on the distinctive qualities of literacy and literate communities. Literary history teaches that writers arise out of literary traditions. In the United States in the last few decades, however, the act of writing has come to be seen as an act of totally individual creation. The writer's voice is apart from the social world rather than within it. With neither an unproblematic tradition to draw on nor a predisposition to search out literate continuity, composition theory has ignored the connection between what one reads and what one writes. Shared interests and communication in time may lead to a shared tradition of readings. The common readings facilitate common perspectives, issues, language, and understanding, so that new writing may contribute to an evolving corpus of statements that transcend the create lawyers able to adapt to the changing legal issues and categories brought about by technological advances, who will defend the individual's right to privacy. (MM)

ED 232 175 CS 207 682

Dunwoody, Sharon
Mass Media Coverage of the Social Sciences: Some New Answers to Old Questions.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; *Media Research; *News Media; *News Reporting; Sciences; *Social Sciences; Social Scientists

Data collected in three recent reseach reports were examined to answer two basic questions about social science coverage in the news media. The first question, whether the media prefer social science stories to other kinds of science questions, was answered affirmatively by three kinds of evidence. First, combined analysis of 1977 and 1979 American Association for the Advancement of Science (AAAS) annual meeting stories indicated that among all the topics covered during the meetings, social science topics received by far the most attention from journalists. Second, of more than 100 symposia at the 1977 meeting alone, 10 generated more than half of the total newspaper coverage, with three of the five stories receiving the most space in daily newspapers across the country being on social science topics. Third, a national survey of scientists indicated that while nearly half of the social scientists reported contact with at least three journalists during the previous year, the physical/biological scientists had encountered none. The second question asked whether any variables could be isolated that might explain this preference pattern. The data suggested that the media prefer social science research to other kinds of research because (1) social science research in some ways more easily accommodates itself to the media production process than do other kinds of research; (2) social science research is more easily defended as "relevant to the audience"; and (3) social scientists are more accessible than are other kinds of scientists. (HTH)

Ohrn, Karin Becker
How Photographs Become News: Photojournalists at Work.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Editing; *Media Research; *Newspapers; *News Reporting; *Photography
IDENTIFIERS- *Photojournalism

The activities of the photography staff at three metropolitan newspapers were observed to identify those routines used in making photographic assignments, carrying them out, and selecting the best photographs for publication. Among the observations were the following: (1) assignments could originate from any "desk" or editorial department in the newspaper as well as from the picture desk; (2) matching photographers and assignments involves knowledge of photographers' work schedules, preferences, moods, and history of work; (3) each photographer develops a routine for entering a scene to take a picture, and most can easily describe the pattern they use--obsequious or pushy; (4) photographers usually look for a person or group that visually sums up what they consider to be the significance of the event; (5) when assignments are made, the picture editor knows which one is likely to produce the page one photo without seeing any photographs; (6) the photographer is usually the first one to look at the film and select the frames to print; (7) the photographs that will be on page one are the first the picture editor selects and "offers" to the editors who decide the content of the page; and (8) errors involving misinformation and those attributed to poor judgment are common to all newspapers, and their staff develop strategies for resolving those errors. The advocacy role of the picture desk and photography department--to develop an atmosphere in which photographers and their pictures are used well--is based on the belief that photography is a poorly understood yet powerful means of communication. (HTH)

ED 232 192 CS 207 735

Scott, Patrick
Research Paradigm Shifts and Their Bibliographic Consequences for English Composition Researchers.

To examine the role of the animated cartoon in propaganda associated with World War II, 194 of 262 cartoons produced for theatrical release by Warner Brothers, Inc., from 1939 to 1946 were analyzed. Propaganda content was determined by the number and nature of symbols used and the cartoon's "attitudes" toward these symbols. An analysis grid was developed using categories suggested by the literature on content analysis, propaganda, film analysis, animation, and World War II. Visual and audio symbols were coded separately, as were home front/civilian versus war/military occurrences or symbols. A separate area was designated for the analysis of the appearance, behavior, and interaction of characters. All films were viewed at least twice to verify findings. Findings indicated that in the majority of the cartoons, the propaganda was a quick intrusion of the reality of wartime, secondary to the main action and theme of the cartoon. Furthermore, (1) the United States and its allies and allied historical characters were portrayed positively; (2) allied characters won the conflicts; and (3) Warner's main characters were identified with the United States and defeated characters identified with its enemies. In the films that featured Germans or Japanese, there were certain extreme portrayals: German culture and language were ridiculed along with the Nazis, and the Japanese language, physical features, and customs also appeared in an unappealing light. (HOD)

ED 232 208

CS 207 770

Brown, Jane D.; Gaddy, Gary D.
Television and Adolescent Sexual Behavior.
PUB DATE- 7 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adolescents; Blacks; Females; Junior High Schools; Males; *Mass Media Effects; Racial Differences; Sex Differences; *Sexuality; *Television Research; *Television Viewing; Whites

A study examined the relationship of the frequency of viewing sexual content on television and the sexual activity among a sample of adolescents. Approximately 600 junior high school students filled out a questionnaire in their homes. Eight items measuring frequency of sexual intercourse and the number of partners formed one factor, which served as the dependent variable. Two measures of the frequency of viewing sexually oriented television programs served as total sample were not significant, but sex and gender of respondent affected those relationships, particularly for the intimacy dimension. (Author/HOD)

ED 232 223 CS 504 258

Glossner, Alan J.
Improving Oral Reports: A Heuristic Approach.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Anxiety; *Business Communication; *Communication Apprehension; Heuristics; Higher Education; *Speech Communication; *Speech Skills; *Teaching Methods; Videotape Recordings; Writing Exercises
IDENTIFIERS- *Oral Reports

A student's fear of giving oral reports and the instructor's objection to using too much class time on oral reports are often seen as the major barriers that prevent an oral communication unit from being included in a business or management communications course. One approach to easing both concerns is the use of videotaping as a self-discovery technique. The planning, taping, and reviewing of the tapes may require about 15 hours per semester, but only 3 or 4 of those 15 hours need be actual class time. The subject of the oral reports can overlap with a writing assignment in which students are required to write abstracts of articles that deal with specific communication skills. Students should be told in advance that one of their articles will be the basis for an oral report, which is a three- to five-minute presentation giving a short personal reaction. The oral report is videotaped and evaluated by presenter and peers, but is neither evaluated nor graded by the instructor. As the students come to realize that the videotape captures their entire effort, they see and discover patterns that no amount of oral or written criticism could possibly communicate. Free from a concern about grades, students can cope with their fear and focus on those characteristics necessary for an effective oral report. (HOD)

DESCRIPTIONS- Adults; •Communication Research; Human Relations; •Interaction; •Interpersonal Communication; •Interpersonal Relationship; Research Methodology; Social Life

Approximately 100 adults participated in a study that investigated the themes of communication people use to characterize their relationships. The subjects produced 55 self-reports: 29 audiotaped dyadic discussions, 12 audiotaped group discussions, and 14 written logs. Dyadic discussants were romantic couples (dating or married), roommates, relatives, coworkers, and others; group participants were three or more family members, dormmates, and housemates. In the audiotaped tasks, subjects talked about their relationships, stimulated by several topics provided on an instruction sheet. Those keeping logs wrote about a current relationship on a day-to-day basis, then completed hour-long interview sessions about their writing. Seven semantic themes emerged during the study: (1) commitment, (2) involvement, (3) work, (4) uniqueness/specialness, (5) fragility, (6) consideration/respect, and (7) manipulation. Specific findings were that dating couples thematized their relationships around commitment, fragility, and manipulation, while married couples, relatives, and those living together characterized their associations around involvement, work, and respect. (FL)

ED 232 240 CS 504 323

Fairhurst, Gail; And Others
The Use of Face Support in Controlling Ineffective Performance.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrators; •Body Language; •Communication Research; Communication Skills; Employer Employee Relationship; •Job Performance; •Organizational Communication; Supervisory Methods
IDENTIFIERS- •Facial Expressions; •Superior Subordinate Relationship

A study was conducted to examine the face support and control moves that occur in a manager's communication to a poorly performing subordinate over the sequence of his or her violation. Face support was defined according to the degree of approval (positive face) and the degree of freedom (autonomy) given to the poor performers to define a course of action. Seventy bank managers were interviewed about a recent employee performance problem they had attempted to control. The messages used by the managers over the time the problem number of questions regarding P.L. 94-142 and Section 504 of the Rehabilitation Act of 1973: (1) What is meant by "free appropriate education? (2) Which services are considered "related services" and thus obligatory upon schools? (3) What procedural protections must be available when parents disagree with school district employees concerning classification, initial placement, or changes in placement of handicapped children? (4) What happens to the children while disputes are being heard? (5) If the school district can't provide an appropriate educational program, must it (or may it) contract with an outside agency or institution? (6) When must the school district, rather than the parents, pay for such "outside" programs? (7) What special provisions, if any, must be made for disciplinary measures used with handicapped children? From the cases, the author extracts guidelines educators may find helpful in attempting to meet the educational needs of handicapped children within the parameters established by law. The author concludes that the ultimate question educators must ask themselves is whether it is too expensive to provide the handicapped their due rights. (JM)

ED 232 253 EA 015 799

Catterall, James S.
Tuition Tax Credits: Fact and Fiction. Fastback 188.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-188-0
PUB DATE- 83
AVAILABLE FROM- Publications, Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($.75; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Educational Equity (Finance); Elementary Secondary Education; *Federal Aid; Parent Financial Contribution; *Private School Aid; Private Schools; Public Education; School Choice; *Tax Credits; Tax Deductions; *Tuition

An examination of the issues in the debate over federal tuition tax credits for private elementary and secondary education involves the context of the debate, pros and cons, costs, beneficiaries, legal questions, and the public interest. Proponents of tuition tax credits object to paying both school taxes and private tuition; they wish to deduct all or part of private tuition from their federal income tax. Despite the consistent defeats of legislative proposals and state referenda over the past 15 years, proponents claim that

10019 ($3 plus $1 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Art Activities; Artists; *Arts Centers; *Building Conversion; Community Centers; Community Organizations; *Declining Enrollment; Elementary Secondary Education; *Recycling; *School Buildings; *School Closing; Space Utilization

At the same time that schools are closing in many communities because of declining enrollments, the arts are expanding at the community level. The problem of surplus school space can be the solution to the needs of many artists and arts groups. Mutual to the arts groups and the communities are the benefits of flexible arrangements and the presence of desirable tenants who enrich the neighborhood as a community resource. Arguments sometimes raised against locating the arts in surplus school space center around obtaining top dollar for schools, occupancy restrictions, costs of changing occupancy, and fears that the arts are financially risky. These possible disadvantages have been overcome in 23 cases in a variety of communities that demonstrate a range of spatial, financial, programmatic, and governance arrangements, and a broad spectrum of arts uses. Guidelines are offered for carrying out similar projects in other communities. (MLF)

ED 232 268 EA 015 816

Sherman, Joel D., Ed.; And Others
New Dimensions of the Federal-State Partnership in Education.
Institute for Educational Leadership, Washington, D.C.; National Association of State Boards of Education, Washington, D.C.
SPONS. AGENCY- Carl and Lily Pforzheimer Foundation, Inc., New York, N.Y.; Department of Education, Washington, DC.
REPORT NO.- ISBN-0-937846-98-8
PUB DATE- 82
AVAILABLE FROM- Publications, Institute for Educational Leadership, 1001 Connecticut Avenue N.W., Suite 310, Washington, DC 20036 ($8.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020)

ratio, average teacher salary, and enrollment. It is finally recommended that similar microlevel cost analyses be included in future educational planning. (JW)

ED 232 281 EA 015 843

Das, A. K.
Unemployment of Educated Youth in Asia: A Comparative Analysis of the Situation in India, Bangladesh and the Philippines.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
REPORT NO.- IIEP-OP-60
PUB DATE- Dec 81
AVAILABLE FROM- Publications, International Institute for Educational Planning, 7-9 rue Eugene-Delacroix, 76016 Paris, FRANCE (Order No. C.51; Frs. 10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Career Guidance; Comparative Analysis; Developing Nations; Educational Status Comparison; *Education Work Relationship; *Employment Patterns; *Employment Problems; *Employment Statistics; Foreign Countries; Higher Education; Labor Market; Socioeconomic Background; Tables (Data); *Unemployment
IDENTIFIERS- Bangladesh; India (West Bengal); Philippines

This study of unemployment among university graduates in West Bengal (India), Bangladesh, and the Philippines provides socioeconomic and educational characteristics of these areas, a comparative analysis of unemployment, and suggested measures for reducing unemployment. The International Institute for Educational Planning studies, focusing on university students, employed and unemployed graduates, and employers, provided the database. Differences in the questionnaires used in the three countries and failure to consider the unemployment situation of secondary school graduates are among the study's limitations. Socioeconomic characteristics include statistics on population size and growth rate, gross national product (GNP) per capita, and GNP growth rate. Educational characteristics considered include the percentage of the population that is illiterate, public education expenditures, and rates of return to various levels of education. Comparative unemployment data examined are time spent waiting for employment, a profile of unemployed grauates (by sex and area of residence), guardians' education and income, reasons for unemployment (such as percent is acceptable when compared to other school districts, the monetary loss is still considerable. For example, it would provide a 2.8 percent pay raise for every employee, or fund the entire athletic and extracurricular programs of the district. (Author)

ED 232 296 EA 016 000

Jones, Thomas N., Ed.; Semler, Darel P., Ed.
School Law Update--1982.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 83
AVAILABLE FROM- Publications, National Organization on Legal Problems of Education, 5401 S.W. Seventh Avenue, Topeka, KS 66606 ($15.95; quantity discounts available; on prepaid orders add $1.50 per order for shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Court Judges; *Court Litigation; Creationism; Curriculum Development; Disabilities; Elementary Secondary Education; Extracurricular Activities; *Federal Courts; Federal Regulation; Graduation Requirements; Home Schooling; Legal Responsibility; Minimum Competency Testing; Parent Responsibility; Politics of Education; *Public Schools; School Construction; *School Law; School Vandalism; Social Science Research; *State Courts; Student Evaluation; Teacher Dismissal; Teacher Evaluation; Wages
IDENTIFIERS- *Supreme Court

The chapters in this book contain a comprehensive reference to recent state appellate and federal court decisions affecting the operation and governance of public elementary and secondary schools. The chapters are: (1) "The Use of School Facilities by Student Groups for Religious Activities," (2) "Denial of Standard Diploma to Handicapped Students," (3) "Creation Science in the Public Schools," (4) "Determining Causality by Inference: Use of Statistics in the Courtroom," (5) The Right of the State to Control Church-Related Schools," (6) "Reduction in Force: A Legal Update," (7) "An Overview of the Law Regarding Search and Seizure in Public Schools," (8) "Legal Aspects of Pupil Evaluation," (9) "School Crime Prevention: NOLPE's Role," (10) "Extracurricular Activities: Legal Developments," (11) "Conservative Pressures on Curriculum," (12) "Parental Liability for Student Vandalism," (13) "Teacher Dismissal for Immoral and Illegal Conduct," (14) "The Federal Regulatory

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Court Judges; *Court Litigation; *Court Role;
Elementary Secondary Education; Federal Courts; Higher Education;
*School Law; *Voting
IDENTIFIERS- *O Connor (Sandra); *Supreme Court

An analysis is made of the voting record of Justice Sandra Day O'Connor on cases related to education and the impact of these votes. The decisions of the Supreme Court during the 1981-82 term were classified under one of seven different headings: (1) religion and the schools; (2) freedom of expression; (3) due process of law; (4) racial segregation; (5) racial discrimination; (6) sexual discrimination; and (7) other equal opportunity and civil rights cases. Full opinions were written this term on 143 cases. After analysis of 24 cases in the above classifications, the author concludes that Justice O'Connor voted with the most conservative members of the Court; is a champion of states' rights; and is a firm believer in the elimination of sexual discrimination in those areas supported by public funds. (MLF)

ED 232 313 EA 016 017

Kreunen, Warren L.
Recent Decisions on Rights of the Handicapped.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see EA 016 000.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Deaf Interpreting; Deafness; *Disabilities; Elementary
Secondary Education; *Equal Education; Federal Courts; *Federal
Regulation; Individualized Education Programs; Special Education;
State Courts
IDENTIFIERS- *Education for All Handicapped Children Act; Supreme
Court

This chapter traces the litigation in "Rowley," the first case concerning the Education for All Handicapped Children Act (1975) to be considered by the United States Supreme Court. The Court decided that a deaf child, Amy Rowley, was being provided with an educational opportunity that was substantially the same as her classmates'; therefore, the school district was not required to

Project: "Teach 'n' Reach" Learning Handicapped: Developmentally Disabled, Learning Disabled. (Book 3 out of 4.)
LaMesa - Spring Valley School District, Calif.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 81
AVAILABLE FROM- La Mesa-Spring Valley School District, Special Programs Dept., 4750 Date Ave., La Mesa, CA 92041 ($6.00 teacher's guide, $62.00 for 4 curriculum guides).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Definitions; *Developmental Disabilities; Elementary Secondary Education; Etiology; Learning Activities; *Learning Disabilities; *Perceptual Development; *Student Attitudes; *Student Characteristics

The fourth of five volumes (and the third of four curriculum guides) in the Project Teach 'n' Reach series presents curriculum suggestions to help regular classroom teachers teach nondisabled students about learning handicaps. The developmentally disabled are considered in terms of anatomical structures of the brain, etiology, definition, sensory use, simulation activities, behavior patterns, problem solving, and ways to increase students' awareness. The second section, on the learning disabled, covers such topics as symptoms associated with LD; etiology; prevention; auditory and visual perception; auditory and visual memory; auditory and visual sequencing; auditory and visual figure-ground; laterality and directionality; written expressive language; reading, spelling, and math difficulties; and acceptance by nondisabled students. Each topic includes information on goals, performance objectives, and activity ideas. (CL)

ED 232 328 EC 152 595

Kagan, Arleen
Project: "Teach 'n' Reach" Physically Handicapped: Physical and Health Impaired, Visually Impaired. (Book 4 out of 4.)
LaMesa - Spring Valley School District, Calif.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 81
AVAILABLE FROM- La Mesa-Spring Valley School District, Special Programs Dept., 4750 Date Ave., La Mesa, CA 92041 ($6.00 teacher's guide, $62.00 for 4 curriculum guides).

IDENTIFIERS- *Department of Education

Major issues confronting private schools for exceptional children are identified by Charles J. O'Malley, a U.S. Department of Education official. These issues include: identifying the private education community, federal and state cutbacks in education funding, the federal role in education and the continued existence of the Department of Education, parental choice or parental rights, identifying exemplary secondary school programs in both public and private schools, the coexistence between private and public education, strengthening teacher education programs, review of teacher credentialing procedures, minimum competency programs for students, review of compulsory attendance laws, and review of curriculum requirements. Activities that were designed to promote coexistence between private and public education include: a Department of Education sponsored conference at which 120 public and private school representatives discussed block grants, governance, and Public Law 94-142; regional conferences for public and private school administrators; an effort by the Department of Education to better understand private education issues of concern to Fundamentalist and Evangelical groups; and the Department of Education's series of informal get-togethers (Koffee Klatches), which have involved representatives of public and private agencies. (SEW)

ED 232 342 EC 152 622

Educational Services for Jailed Youth.
New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.
REPORT NO.- NYSED-82-7629
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adult Education; Agency Cooperation; Basic Skills; *Correctional Education; *Delinquency; High School Equivalency Programs; *Legal Responsibility; *Prisoners; Public Education; *School Districts; Secondary Education; Vocational Education
IDENTIFIERS- *New York

Methods of providing public instruction to incarcerated school-aged youths are briefly addressed in this pamphlet. The legal responsibility of local school districts to locate, identify, and

Nigeria; Tanzania; Vietnam; Yugoslavia

This document includes three products of an international meeting on productive work in education. First, the secretariat working document addresses itself to problems arising from the introduction of productive work into general (elementary and secondary) education. It examines recommendations on this issue, reviews relevant documents from UNESCO meetings, describes various education-work experiments, investigates the objectives assigned to them, and explores the impact of productive work schemes on the planning, organization, and operation of the educational system. The second part of the document presents 14 papers by meeting participants. Topics include: productive work as an element of general education in Yugoslavia, the alteration of education/work schemes to fit the political/social contexts of the adopting society, productive work in Cuba, productive labor and education in China, the Beninese experience in education/productive work, work education in Bangladesh, educational development in Nigeria, work and education in India, education and work as an approproach to anticipatory socialization, the development of Tanzanian educational reform, quality and effectiveness of work experience programs in Third World schools, and productive work in education in Vietnam and Gulf Arab States. The final report of the meeting, included as the third portion of this document, offers a rationale for the introduction of productive work in education; considers the impact on and consequences for structures, contents, methods, and educators; addresses new problems of program evaluation; and lists participant suggestions. (YLB)

ED 231 943 CE 035 511

Huws, Ursula

New Technology and Women's Employment. Case Studies from West Yorkshire.

Leeds Trade Union and Community Resource and Information Centre (England).

SPONS. AGENCY- Equal Opportunities Commission, Manchester (England).
REPORT NO.- ISBN-0-905829-63-8
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; *Employment Opportunities; *Employment Patterns; *Employment Problems; Equal Opportunities (Jobs);

Recruitment; *Reentry Workers; Volunteer Training; *Workshops

To fulfill one objective of the Post-Secondary Displaced Homemaker Project conducted by Central Texas College, this technical manual was written to assist Texas community colleges in setting up and operating displaced homemaker programs. The manual was developed through a review of current, applicable literature, as well as input from the project's six member statewide advisory committee and other personnel. The technical manual includes an overview of the problems faced by displaced homemakers and the ways in which displaced homemaker programs may help them. Suggestions are given to beginning programs in the areas of hiring staff members, organizing an advisory committee, setting up office facilities, recruiting and training volunteers, developing intake and recordkeeping systems, designing an evaluation plan, and acquiring clients for the program. Information also is given on the topics of meeting displaced homemakers' survival needs, effectively counseling displaced homemakers on personal matters and job decisions, and preparing displaced homemakers for the work world. Suggestions are given for providing auxiliary services for displaced homemakers; costs and benefits of operating a displaced homemaker program within a community college are discussed. References and sample forms also are included in the manual. (KC)

ED 231 958 CE 036 321

Mirkin, Barry
Interactive Video-Based Industrial Training in Basic Electronics.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, Papers Presented at..." (150)
DESCRIPTIONS- Competency Based Education; *Computer Assisted Instruction; Electric Circuits; Electronic Equipment; *Electronics; Individualized Instruction; *Industrial Training; Instructional Development; Microcomputers; *Online Systems; Postsecondary Education; Program Development; Program Implementation; Semiconductor Devices; State Programs; *Technical Education; *Video Equipment
IDENTIFIERS- California; Comprehensive Employment and Training Act; Digital Transmission Systems; *Wisconsin Foundation Vocational Technical Adult Ed

The Wisconsin Foundation for Vocational, Technical, and Adult

Vocational Education.
SPONS. AGENCY- New Hampshire State Occupational Information Coordinating Committee, Concord.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF09/PC47 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- Adult Education; Career Education; *Career Exploration; *Career Guidance; Demand Occupations; *Employment Opportunities; Employment Projections; *Employment Qualifications; Labor Needs; *Occupational Information; Postsecondary Education; Secondary Education
IDENTIFIERS- *Career Information Systems; New Hampshire; *Vital Information for Education and Work

Designed as a guidance tool for secondary and postsecondary students and adults, the Vital Information for Education and Work (VIEW) manual offers occupational and training information on occupations with employment opportunities in New Hampshire. The manual is made up of "VIEW Scripts" which are organized by occupational clusters into which 254 occupations projected as having job openings in the period 1979-1990 are grouped. (The clusters are taken from the 1981 "Standard Occupational Classification.") The script for each occupation provides a job description, New Hampshire job outlook, working conditions, advancement opportunities, sample places of work, national wage range, related occupations, sample working activities, hours of work, educational and training requirements, where to get more information about it, and a listing of the various codes that can be used to obtain more information on the occupation. An index lists all occupations according to the occupational clusters. The two-page scripts are arranged alphabetically by occupational title. Appendixes include listings of approved vocational education secondary school programs, vocational/technical institutes, and New Hampshire colleges and universities; matrixes that indicate which programs are offered by the secondary and postsecondary institutions; information on military training opportunities; education/training codes; and an annotated listing of references and resources. (YLB)

ED 231 972 CE 036 381

New Hampshire VIEW. Vital Information for Education and Work. 1983 related teaching activities. Suggested evaluation instruments and techniques as well as reference lists conclude each module. (YLB)

ED 231 986 CE 036 418

Miller, Harry G.
Adult Education in Museums and Public Libraries.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Adult Education; Adult Learning; Adult Programs; Community Education; Educational Needs; Exhibits; History; Library Instruction; *Library Services; *Lifelong Learning; *Museums; *Nonschool Educational Programs; Postsecondary Education; Program Content; *Public Libraries

Both museums and public libraries are available sources of education for adults. Besides their traditional functions of collecting and preserving items from human artistic or scientific history, museums have taken on a more active role in educating the public, particularly adults. Some educational services provided by museums are dioramas, period rooms, orientations, tours, participatory experiences, publications, and lectures and seminars. Some museums take their programs to the public through approaches such as a "museum without walls" or an acting out of cultural events. Because of the increasing role being played by museums in the education of adults, more professional museum staff are being trained in adult education programs. Libraries have long been a focus of self-directed, lifelong learning for adults. They provide reference services, reading material, video material, discussion groups, and specialized services for various publics. Libraries are becoming increasingly community oriented, taking their services out to those who need them. They are primary educational resources to adults in the community and provide the basic services to aid citizens to become knowledgeable voters and to guard their intellectual freedom. (KC)

ED 231 987 CE 036 419

OIS; occupational information to support decision making at the national and state occupational coordinating committee levels; labor market terms; the OIS labor market model; geographic, time period, and classification dimensions; industry and occupational concepts; the OIS concept; occupational characteristics; education and training requirements; licensing and registration requirements; employment profiles; complementary information; education and training programs; financial assistance programs; demographics; labor market trends; labor market dynamics; occupational supply and demand analysis; and OIS outputs and products. A series of 159 graphics concludes the package. (MN)

ED 231 999 CE 036 432

Lawrence, John E. S.; Gross, John
Occupational Information Needs at the State Level: An Empirical Study of Data Needs Assessment Surveys.
Research Triangle Inst., Durham, N.C.
SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.; North Carolina State Occupational Information Coordinating Committee, Raleigh.
PUB DATE- Mar 81
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Planning; Employment Patterns; Employment Programs; Employment Projections; *Information Needs; Information Systems; Job Training; Labor Force; Labor Needs; Labor Supply; Labor Utilization; Needs Assessment; *Occupational Information; Postsecondary Education; Secondary Education; *State Programs; State Surveys; *Statewide Planning; *User Satisfaction (Information); Vocational Rehabilitation
IDENTIFIERS- Comprehensive Employment and Training Act

A series of 13 surveys examined the occupational information needs of 11 states, Puerto Rico, and the District of Columbia. During the course of this research effort, state occupational information coordinating committees (SOICCs) polled various agencies within their states to determine the agencies' needs for information concerning occupational demand, occupational supply, occupational characteristics, and supply and demand analysis. While the surveys were not coordinated efforts, nine of them were sufficiently similar so that data needs could be compared across the following agencies: Comprehensive Employment and Training Act (CETA), Employment

This document reports the results of work in identifying promising approaches to the provision of technological update to vocational/technical teachers, and discusses barriers and facilitators to the use of these approaches. Technological update refers to the technical knowledge and skills needed by vocational/technical teachers to provide students with the up-to-date technological preparation needed in the current work world. After information was gathered from the field, literature, knowledgeable observers, and vocational education institutions and agencies, researchers applied cost-effectiveness, complexity and locus of administrative control criteria to select those approaches that offer promise for secondary and postsecondary vocational/technical teachers. These approaches are described in general terms, and descriptions are provided of specific programs that exemplify each approach. Two different kinds of approaches were identified and are reported in the document. First, six specific delivery techniques are described: work experience internships; university and college course work; workshops, conferences, and seminars; industry observation; education and industry staff exchange; and part-time employment. Second, three different types of update programs are described: local programs, nonlocal programs, and industry training and updating programs. The result is nine descriptions of promising approaches to the task of providing technological update, each with its own potential for providing update, administrative characteristics, advantages, disadvantages, and barriers and facilitators. The need for further research on locating and generating funds for updating programs is suggested. (KC)

ED 232 014 CE 036 465

Weber, James M.; Silvani-Lacey, Cindy
Building Basic Skills: The Dropout. Research & Development Series No. 236.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (Order No. RD 236--$5.75).

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Career Education; *Classroom Techniques; *Cooperative Education; *Disabilities; *Educational Resources; Job Placement; Job Training; *Mainstreaming; Models; Secondary Education; Self Concept; Teaching Methods; Vocational Education; Work Experience Programs
IDENTIFIERS- Pennsylvania

This handbook is intended to serve as a resource for cooperative education coordinators who must instill in handicapped students an awareness and grasp of the job-seeking and job-maintenance skills that are so vital in today's competitive job market. Assembled in response to questions asked by vocational educators in Pennsylvania, the guide is organized into five sections. Each section contains strategies that may help handicapped students improve specific problem areas that may deter their successful job training placement. The five sections focus on these areas: verbal characteristics, personal/physical characteristics, self-concept/personality characteristics, work characteristics, and handicap characteristics. The guide also contains a glossary and a list of resources. Appendixes to the document contain forms and samples useful in implementing the strategies. (KC)

ED 232 028 CE 036 499

MOVE on Together: Classroom Activities for Vocational Education.
State Univ. of New York, Utica. Coll. of Technology.
SPONS. AGENCY- New York State Education Dept., Albany. Office of Occupational and Continuing Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Agricultural Education; Air Conditioning; Allied Health Occupations Education; Building Trades; Business Education; *Career Education; Climate Control; Commercial Art; Consumer Education; Distributive Education; Drafting; Electrical Occupations; Electronics; Employment Interviews; Home Economics; Homemaking Skills; Human Relations; Industrial Arts; Job Application; *Job Search Methods; *Leadership Training; Learning Activities; Metal Working; Secondary Education; Self Actualization; Self Concept; *Sex

*Vocational Education
IDENTIFIERS- Quick Startup Vocational Programs

During the 1980-81 school year, enrollments in vocational education programs totaled nearly 16.9 million and federal, state, and local capital outlays for vocational education increased by approximately $470 million from 1979-80 to an all-time high of $7.3 billion. Vocational education also served significantly increased numbers of handicapped, disadvantaged, and limited English-proficient persons during 1980-81. Also showing an increase was the number of men and women in programs that are considered nontraditional for their respective sexes. As part of planned economic development, 20 states and Puerto Rico have established quick-start vocational training programs that provided training for an estimated 110,000 persons in 1981-82. Regarding impact, studies indicate that secondary vocational education can make a significant, if limited, contribution to improving productivity and reducing income inequality. Enrollment in vocational education courses, furthermore, does not seem to limit additional educational pursuits, as all types of students participate in all types of postsecondary educational programs. Some researchers have also concluded that vocational education has some influence in preventing school dropouts. In summary, vocational education continues to contribute a consistent flow of skilled, entry-level workers from its regular secondary and postsecondary programs and to provide specialized training and retraining for adults, thereby simultaneously meeting the needs of students, employers, and communities. (Author/MN)

ED 232 042 CE 036 537

Bernard, Anne; Gayfer, Margaret
Women Hold Up More Than Half the Sky. A Third World Perspective on Women and Nonformal Education for Development.
International Council for Adult Education, Toronto (Ontario).
REPORT NO.- ISBN-01-919971-00-8
PUB DATE- Apr 83
AVAILABLE FROM- International Council for Adult Education, 29 Prince Arthur Avenue, Toronto, Ontario M5R 1B2 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Education; Change Strategies; *Developing Nations; *Economic Development; *Educational Needs; Educational

and subsequent analyses were non-Bayesian, yielding both normative and idiographic information. The subjects' basic instruction was to indicate the event most likely to occur or to estimate the likelihood of a given event. Results indicated no significant differences between F-16 pilots and student pilots in their use of averaging as the predominant strategy chosen. Simpler strategies were adopted when the time allocated for the task was reduced. The consistent use of a strategy was disrupted when the subject's first experience to the task was under time restrictions. When postdecision feedback was unreliable, the consistency of subsequent decision-making patterns was disrupted. The effects of information reliability were equivocal. Unreliable information was sometimes incorporated into the decision-making processes and sometimes ignored. (Author/YLB)

ED 232 057 CE 036 592

Staff Development for Vocational Education Teachers at the Mario Umana Harbor School of Science and Technology. Project STEP.

Massachusetts Inst. of Tech., Cambridge.

SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Curriculum Development; *Faculty Development; Guidelines; *Industrial Arts; *Integrated Curriculum; Science Activities; Science Curriculum; *Science Education; Science Projects; Scientific Concepts; Secondary Education; Shop Curriculum; *Student Projects; Teacher Developed Materials; Technology; Vocational Education; Vocational Education Teachers

A staff development project to create closer integration and mutual support between specialized science and technology curricula and vocational education courses is described. Project activities are listed, and a statement of underlying assumptions is provided. A list of guidelines for coordinating shop and academic projects follows. Guidelines are divided into these categories: selecting a project, identifying vocational education/industrial arts skills required by the project, identifying scientific concepts involved in the project, developing a production plan for the project, and carrying out the plan. Five sample units are provided to show how vocational education/industrial arts and science/technology

(AG)

ED 232 070 CG 016 764

Goodson, William Dale
A Career Class Does Have an Impact: A Ten Year Follow-Up.
PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Career Choice; *Career Planning; *College Students; Comparative Analysis; *Decision Making; Followup Studies; Higher Education; *Majors (Students); Program Effectiveness; Sex Differences

In recent years many colleges and universities have been offering various types of career classes to aid students with undecided majors choose their college major and future occupation. In an attempt to assess the effect of a short-term career class on undecided students, two groups of students enrolled in 1966 were assessed after 10 years. An experimental group (155 men, 70 women) of students who had taken the class was compared with a control group (155 men, 70 women) of students who had not taken the class. Data analyses indicated that a significantly higher percentage of students who had taken the class completed college during the 10 year period. Although no significant differences were found among the men, a significantly greater percentage of the women who took the class completed 4 years of college. No significant differences were found between the two groups in the number of changes of college major. Although the data indicate that enrollment in the career class did seem to have the greatest influence on undecided female students, the reasons for this effect are unknown. Follow-up studies might focus on evaluating the impact of recently developed, longer-term, credit career classes. (AG)

ED 232 071 CG 016 765

Kurpius, DeWayne J.; Froehle, Thomas C.

Family Planning Visits by Teenagers: United States, 1978. Data on Health Resources Utilization Series 13, No. 58.
National Center for Health Statistics (DHHS/PHS), Hyattsville, MD.
REPORT NO.- DHHS-PHS-81-1719; ISBN-0-8406-0227-8
PUB DATE- Aug 81
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- *Adolescents; Clinics; *Contraception; Early Parenthood; *Family Planning; *Females; Gynecology; Human Services; Medical Services; Obstetrics; *Pregnancy; Secondary Education; Sexuality; Statistical Data

Teenagers' utilization of family planning services is of major concern in view of the estimated 4.1 million adolescent females at risk, defined as fertile, sexually active teenagers who are not pregnant and who are not seeking to become pregnant. To obtain information regarding teenagers' use of medical family planning services in clinical settings, the National Reporting System for Family Planning Services operated, from 1972-1978, a full-count survey of clinic-based visits for medical family planning services in the United States, Guam, Puerto Rico, and the Virgin Islands. A random sample of family planning service sites (N=1,195) participated in the 1978 survey, which studied visits made specifically for medical services associated with famly planning; visits for replenishing contraceptive supplies, counseling, pregnancy, or venereal disease tests were excluded. This document reports data from this survey, providing information, with tables and graphs, in the following areas: age, race, and ethnicity; visit status; education and income; pregnancy history; prior contraceptive method; contraceptive method adopted or continued; medical services provided; and geographic region. The appendices contain technical information on survey methodology, data collection and processing, and reliabiltiy of estimates; definitions of terms used in the report; and a copy of the Clinic Visit Record which was used to collect survey data. (WAS)

ED 232 085 CG 016 779

Aldous, Joan; Ganey, Rodney
Families and Definitions of Problems.

failure at college (Hardee, 1970; Kramer & Gardner, 1977; O'Banion, 1971) and is critical to student retention (Habley, 1981). Advising, as a developmental process, assists students in: (1) achieving personal identity; (2) developing a moral or ethical system; (3) searching for new ways to view reality; (4) sorting out familial relationships; and (5) developing skills to cope with new life situations. Given its potential influence on students, understanding those advising characteristics that positively influence students is important to colleges. One characteristic which may influence advising relationships is self-disclosure. The degree to which advising participants self-disclose to one another may have implications for how well students succeed in academic endeavors. This literature review examines advising as a social exchange process and lists those variables which may increase self-disclosure in advising. Potential advantages of examining self-disclosure are detailed within a developmental framework. (Author)

ED 232 100 CG 016 794

Wright, Doris J.
Self-Disclosure of Black College Students.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Black Students; *College Students; *Counseling Techniques; *Counselor Client Relationship; Higher Education; Interpersonal Relationship; Racial Differences; *Racial Factors; *Self Disclosure (Individuals); Whites

This literature review of nine books and journal articles from 1971-1981, proposes strategies for better understanding the self-disclosure of black college students in the counseling process. The paper presents the functions of self-disclosure which may influence a person's perception of the appropriateness of the self-disclosure, including: (1) expression; (2) self-clarification; (3) social validation; (4) relationship development; and (5) social control. Social cues which characterize these functions for blacks, and which may require that a counselor accept culture-specific differences, are reviewed. Several false assumptions which a white therapist may hold regarding blacks are outlined: denial of a client's racial/cultural background; belief that a black client's problems stem from being black in an oppressive environment; and the

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Behavior Problems; *Counseling Services; Family School Relationship; *High Risk Students; Interpersonal Communication; Junior High Schools; Junior High School Students; *Outreach Programs; Participative Decision Making; *Prevention; Program Descriptions; School Community Programs; Student School Relationship; *Teamwork

This program manual describes the Communication Center at Joseph Kerr Junior High School in Sacramento County, California, which was established in 1975 to prevent student high risk behavior and to encourage positive attitudes in the school community. The philosophy of the Center, which is based on the theories of Rudolf Dreikurs, is described, and a brief description of the Center's facility and history is presented. Descriptions of staff positions (responsibilities, training, selection and recruitment) are presented for the planning team, the support team, student communicators, and others such as college interns and community volunteers. Basic program components are described including information and services, counseling (crisis, group, peer, individual, family), rumor control, human relations, staff services, role modeling, and training offered to others interested in the Center's skills and techniques. Techniques used by the Center to plan and carry out its programs are also described, i.e., a plan for efficient meetings, a problem solving model, development of the yearly action plan, and a plan for developing community support; fundraising and material acquisition suggestions are also given. Appendix A contains samples of Center forms (frequency of use report, incident report, recommendation for student communicators, peer counselor record, and group counseling sign up sheet), and Appendix B provides a list of Sacramento resources, by category, e.g., child care information, emergency services, and family and individual counseling services. (MCF)

ED 232 115 CG 016 809

Smith, Michael C. Kramer, Nanette A.
A Comparison of Intellectual and Behavioral Functioning in Older Persons.
PUB DATE- 22 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

Word Recognition
IDENTIFIERS- *Reader Text Relationship

The comprehension of instructional text can be a cognitively demanding task because component comprehension processes compete for limited space within the readers' working memories. The component comprehension processes that readers must perform include recognizing words and retrieving their meanings, parsing sentences, identifying and organizing important text ideas, and integrating those ideas with prior knowledge. Readers cope with the limited capacities of their working memories by attending selectively, by organizing information hierarchically, and by automatizing to some degree their component comprehension processes through practice. Authors can help readers to comprehend and recall text information by making sure that the design of their texts supports each of the component comprehension processes that the readers must perform. (Author/FL)

ED 232 129 CS 007 177

Fitzgerald, Jill
The Relationship between Reading Ability and Expectations for Story Structures.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Aug 82
GRANT- 1-1-230-3401-MR043
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cognitive Development; Cognitive Processes; Discourse Analysis; Grade 4; Grade 6; Intermediate Grades; *Prediction; *Reading Achievement; *Reading Comprehension; Reading Processes; *Reading Research
IDENTIFIERS- *Reader Text Relationship

A study investigated the relationship between reading achievement and predictive abilities for narrative text structure of 96 fourth grade and 70 sixth grade readers. The subjects (1) silently read incomplete stories and then told the rest orally, and (2) silently read stories that had parts deleted and then orally gave information they thought could fit in the blank sections. The degree to which readers expected particular story structures was revealed by the extent to which their responses matched the story parts predicted by the J. M. Mandler and J. S. Johnson grammar. The major finding was

The Between Teacher Reliability of the Ekwall Reading Inventory and the Classroom Reading Inventory.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers. "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Analysis; Elementary Secondary Education; *Informal Reading Inventories; Reading Instruction; *Reading Research; Reading Teachers; Reading Tests; *Test Reliability
IDENTIFIERS- *Classroom Reading Inventory; *Ekwall Reading Inventory

Using a test-retest research design, a study examined the reliability of the Classroom Reading Inventory (CRI) and the Ekwall Reading Inventory (ERI). Independent variables of test administrator to subject, test administrator to test, subject to test, and test order were randomized. Subjects included 31 children aged 7 through 12 years. The four teachers who served as examiners were all graduates of master's degree programs in developmental and remedial reading instruction. The test was a "live" administration of one of the reading inventories by one teacher; the testing session was tape recorded. The retest was a second teacher scoring the audio tape recording of the test. The dependent variable was the agreement (or lack of agreement) in identifying a single reading instructional level between test and retest. Results showed that in 14 of 16 trials (85%) there was agreement between teachers using the ERI. In 5 of the 16 trials there was perfect agreement between teachers on an instructional reading level. None of the test-retest trials showed a teacher-teacher instructional level difference of more than one grade level. Trials of the CRI showed teacher agreement on instructional level in 10 of 16 trials (67%). Only one test-retest instance showed a between-teacher instructional level disagreement of more than one grade level. These results provide a strong indication that the CRI and ERI produce reliable estimates of a pupil's reading instructional level. (HOD)

ED 232 146 CS 207 400

Houlette, Forrest; Ramsey, Paige A.
Teaching the Placement of Given and New Information with Sentence Combining.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

limits of ordinary social groups. Few documents are written for all times, places, and audiences. To understand the purposes, messages, and interactions of writing, students need to look to the social contexts out of which the writing arises and the social contexts toward which the writing is directed. Writing pedagogy may be seen as providing the students the means for entering into literate communities. The recent pedagogic interest in writing across the curriculum is clearly a movement to seat writing within identifiable social literate contexts. (HOD)

ED 232 160 CS 207 631

Kirby, Dan; Liner, Tom
Inside Out: Developmental Strategies for Teaching Writing.
REPORT NO.- ISBN-0-86709-007-3
PUB DATE- 81
AVAILABLE FROM- Boynton/Cook Publishers, Inc., 206 Claremont Ave., Montclair, NJ 07042 ($9.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTIONS- Class Activities; Educational Theories; Elementary Secondary Education; *Teacher Role; Teaching Methods; *Writing (Composition); *Writing Evaluation; *Writing Instruction
IDENTIFIERS- Audience Awareness; Journal Writing

The result of the belief that there is joy in teaching writing, and that students have the experiences and insights to produce good writing, this book synthesizes the authors' writing classroom experiences. The 18 chapters discuss a variety of topics, including the following: (1) the classroom environment; (2) student journals; (3) writing poetry; (4) good writing; (5) responding to student writing; (6) developing a sense of audience; (7) writing about literature; (8) revision; (9) expository writing; (10) grading and evaluation; and (11) publishing student writing. The final chapter of the book contains a list of writing instruction resources. (HTH)

ED 232 161 CS 207 632

ED 232 176 CS 207 685

Lemert, James B.
News Context and the Elimination of Mobilizing Information: An Experiment with Professional Journalists.
PUB DATE- 6 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Bias; Content Analysis; *Editing; Influences; *Information Utilization; Interests; *Journalism; *Media Research; *News Reporting; Press Opinion
IDENTIFIERS- *Mobilizing Information

To determine whether journalists withhold mobilizing information (any information that allows people to act on the attitudes and desires they already have), 56 professional journalists were asked to edit a nine-paragraph story about a wave of beetles that supposedly threatened large stands of timber. There were two versions of this story: the controversial context version and the positive context version. Each version of the story contained identical sets of mobilizing information (MI) in the fourth, sixth, eighth, and ninth paragraphs. The editing task was explained as a "study in editing," and neither the concept of MI nor the existence of MI in the stories was mentioned during the entire test session. Results showed that the experienced professinals did eliminate more MI when the story was controversial, and the barriers they raised against MI in the controversial context rose even higher as soon as it was suggested that the story be cut. In contrast, MI continued to be relatively untouched when the journalists looked for ways to cut positive context stories by one, two, and four paragraphs. The results produced the overriding impression that, somehow, the MI was less "relevant" and "necessary" when it appeared in a controversial public affairs story than when it appeared in a positive context news item. (Copies of the two versions of the story are appended.) (HOD)

ED 232 177 CS 207 686

PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Bibliographies; *Cataloging; *Classification;
Indexing; Information Retrieval; Research Needs; *Research Problems;
*Writing (Composition); *Writing Research

There are four problems in modern composition bibliography that result directly from the continuing research pardigm instability in the field. The first problem is that of definition. Composition is a hybrid, practical sort of field, with very ill-defined and shifting boundaries. The recent extension of composition from "formal writing instruction" towards "writing broadly considered" is making bibliographical decisions about the subject-definition much more difficult than they used to be. The second problem in that of taxonomy and terminology. To have usable, long term cumulative and retrospective bibliographies for composition, bibliographers need some kind of metalanguage for their index terms so that they can classify and make retrievable research conducted within older as well as within the several different recent research paradigms. Third, writing about composition raises problems for academic bibliographers, because they are unused to coping with material that varies so much in publication format and varies also in the purpose and audience for which the writing is intended. The fourth major difficulty lies in the professional segmentation of the field. The proliferation of overlapping associations, conferences, conventions, commissions, interest groups, and organizational letterheads has hindered, not helped, the development of professional coherence among composition researchers. Professional bibliographies must increasingly come to serve as comprehensive repositories of record, not just as short term orientating tools. (HOD)

ED 232 193 CS 207 736

Humes, Ann
Textual Features in the Descriptions and Fictional Narratives of Young Writers.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
REPORT NO.- SWRL-TN-4-83/01
PUB DATE- Jun 83
LANGUAGE- English

the primary independent variables. One index measured total exposure to televised sexual content; the other measured selectivity through a ratio of total sexual content to total viewing. It was expected that television viewing would be indirectly related to frequency of sexual behavior and would be more directly related to perceived probability and liking for a set of possible positive consequences of sexual activity. While these expected consequences were predictive of subsequent sexual activity, they were related to television viewing for only the black male subgroup. Both measures of the frequency of sexually oriented television viewing were related to the frequency of sexual activity for blacks but in opposite directions for the two television measures and between males and females. While the results are less than straightforward, they suggest real relationships. (Author/HTH)

ED 232 209 CS 207 771

Hayes, Mary F., Ed.; And Others
Teachers at Work: Articles from the Ohio Writing Project.
Miami Univ., Oxford, Ohio.
SPONS. AGENCY- Martha Holden Jennings Foundation, Cleveland, Ohio.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Administrator Role; Cerebral Dominance; Computer Assisted Instruction; *Content Area Writing; Creative Writing; Elementary Secondary Education; *English Instruction; Grammar; Literature Appreciation; Peer Evaluation; Remedial Reading; Student Motivation; *Writing Evaluation; *Writing Exercises; *Writing Instruction; *Writing Processes; Writing Research

Prepared by classroom teachers, the papers in this collection synthesize their own teaching experiences with recent writing research revelations. Among the topics covered in the 37 papers are (1) computers in the English classroom, (2) values clarification and the teaching of autobiographical writing, (3) using journals, (4) grammar instruction, (5) sensory techniques in writing assignments, (6) writing across the curriculum, (7) hemispheric specialization and teaching writing, (8) peer editing, (9) short story writing, (10) art and writing for the junior high school student, (11) using the newspaper to teach writing, (12) prewriting activities for elementary school students, (13) the use of film to motivate

ED 232 224 CS 504 260

Stull, James B.; Baird, John W.
Simulation as a Method of Teaching Communication for Multinational Corporations.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Business Skills; *Communication Problems; Communication Skills; *Cross Cultural Training; *Cultural Awareness; *Intercultural Communication; Interpersonal Communication; *Management Development; Multicultural Education; Organizations (Groups); *Simulation; Training Methods

Interpersonal simulations may be used as a module in cultural awareness programs to provide realistic environments in which students, supervisors, and managers may practice communication skills that are effective in multicultural environments. To conduct and implement a cross-cultural simulation, facilitators should proceed through four stages: preparation, introduction, operation and postsimulation disscusion-critique. To prepare for the simulation, facilitators must first define the learning objectives that are obtainable and observable. Second, the simulation must be integrated with other training materials used in the course. Third, a pilot simulation should be run to discover the dynamics of the exercise. After participants have been given culture-general and culture-specific information and have been permitted to practice universal communication skills, the facilitator should introduce the simulation to them. Dyads are then formed, with one participant serving as the supervisor and the other as the employee. It should be explained to the supervisors that they must use culture-specific information and effective communication skills to help the employee solve his or her problem. Employees should be instructed to resist giving any new information until the supervisor has developed a supportive climate for communication through some culture-specific and some universal communication techniques. Afterwards, time is spent processing or discussing what happened. If the simulations are effective, participants usually leave the session talking about how they are going to change their work behavior. (HOD)

occurred were coded according to the scheme devised by S. L. Kline. Cluster analysis produced two patterns of face support used by managers: (1) Direct Disapproval (criticism and reprimands) and No Autonomy (threats and orders) used from the start of the control sequence, and (2) Indirect Disapproval and Autonomy for the first action, which then was abandoned for the more punitive approach. The Indirect Disapproval consisted of questions to the subordinate as to why the problem was occurring and, to a lesser extent, castigations that assumed the subordinate was misguided or unaware. Other findings showed that performance ratings of employees were positively correlated to the level of positive face support provided, and autonomy was positively correlated with the length of time between problem reoccurrences. (FL)

EA

ED 232 241 EA 015 358

Shannon, Thomas A.
The Emerging Role of the Federal Government in Public Elementary and Secondary Education in the United States.
PUB DATE- 26 Feb 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrator Role; *Educational Policy; Educational Quality; Education Work Relationship; Elementary Secondary Education; Federal Courts; *Federal Government; Federal Legislation; *Federal Programs; Federal Regulation; Federal State Relationship; *Government Role; Government School Relationship; Labor Force Development; Policy Formation; Presidents; Public Schools; School Administration
IDENTIFIERS- *New Federalism; *Reagan Administration

When President Reagan took office in January 1981, the federal government had a four fold function in public secondary and elementary education that included financing high-cost programs of tax credits would promote diversity in education, improve quality and efficiency through competition, improve low-income families' access to private schools, and encourage education generally. Opponents dispute all these claims. In either case, the constitutionality of tax credits will depend on the specific plan and the Supreme Court Justices involved. Should a tax credit plan be implemented, probable effects include: a diversion of tax credit dollars to high-income, white Americans and away from the recipients of current federal dollars who tend to be low-income, minority families. On the other hand, private school teachers' salaries and programs might improve, and public schools might be impelled to initiate educational improvements. (PB)

ED 232 254 EA 015 800

Farley, Jennie, Ed.
The Woman in Mangement. Career and Family Issues.
State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.
REPORT NO.- ISBN-0-87546-100-X
PUB DATE- 83
AVAILABLE FROM- ILR Press, New York State School of Industrial and Labor Relations, Cornell University, Box 1000, Ithaca, NY 14853 ($8.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Administrators; Affirmative Action; Annotated Bibliographies; *Business Administration; *Career Development; Child Rearing; Demography; Dual Career Family; *Employed Women; Employment Practices; *Family Relationship; Futures (of Society); Leadership Qualities; Life Style; *Managerial Occupations; Occupational Mobility; Organizational Theories; Personnel Policy; Power Structure; Sex Discrimination; Sex Stereotypes; Sexual Harassment; Social Change

In chapter 1 of this volume of conference proceedings, economist Juanita M. Kreps traces the effects of demographic and social changes on the role of women in the economy. Chapter 2 presents management consultant Betty Lehan Harragan's "gamesmanship" thesis. In chapter 3, sociologist Rosabeth Moss Kanter analyzes the role of high technology in work. In chapter 4, the panelists' talks are presented, together with the discussion they elicited. Publisher Pam

Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Block Grants; Categorical Aid; Disabilities; *Educational Legislation; Educationally Disadvantaged; Educational Policy; Elementary Secondary Education; Equal Education; Equalization Aid; Federal Aid; *Federal Programs; Federal Regulation; *Federal State Relationship; Finance Reform; *Government Role; *Government School Relationship; Improvement Programs; School Role; State Aid; State Programs

Fifteen papers commissioned by the U.S. Department of Education's School Finance Project are contained in this volume. The papers examine the changing dimensions of the federal-state partnership in education. The volume is organized into four sections. The first section is devoted to state educational policy concerns, including various state approaches to improving educational quality, school finance reform, and the states' relationship to special needs students. In the second section, the focus is on lessons states can learn from federal education programs, including material on federal strategies used prior to 1981 to deliver services to target groups such as the disadvantaged or handicapped, federal strategies for educational improvement, and what past experience with different types of federal programs can teach about intervention effectiveness. Consolidated and block grants as an alternative framework for federal-state programs and the probable responses of state education agencies to such programs are the subjects of the third section. The final section offers recommendations for restructuring the federal-state partnership in education, including the suggestion that the federal government adopt differential treatment for states that are merely adapting federal programs and states that are not complying. The suggestion is made that one form of differentiating (waivers) would be expensive and cumbersome. Other recommendations concern school-based strategies for school improvement and federal and state policies that reward improvement of learning. (JM)

ED 232 269 EA 015 817

Wallace, Richard C., Jr.
Monitoring Achievement in Pittsburgh (MAP): Assumptions and Components.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

inadequate training, financial support, career information, and placement services), and a lack of self-employment opportunities. Suggested measures for reducing unemployment include better interaction between employers and educational institutions, improved career and educational counseling, improved placement services, and promotion of self-employment opportunities. (PB)

ED 232 282 EA 015 844

Sanyal, Bikas C.
Higher Education and Employment: Some Aspects of the IIEP Research Project.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
REPORT NO.- IIEP-OP-62
PUB DATE- Dec 81
AVAILABLE FROM- Publications, International Institute for Educational Planning, 7-9 rue Eugene-Delacroix, 75016 Paris, FRANCE (Order No. C.50; Frs. 10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Case Studies; Economic Factors; Educational Development; *Educational Planning; Foreign Countries; *Higher Education; Occupational Surveys; Questionnaires; *Research Design; Research Methodology; Research Problems; *Research Projects
IDENTIFIERS- *International Institute for Educational Planning

This paper outlines the rationale, goals, planning, methodology, problems, and future direction of the research program involving studies concerning education and employment carried out by the International Institute for Educational Planning. The project was designed to relate the development of higher education in various countries (both developing and developed) to the changing needs of the labor market in order to improve educational planning in those countries and reduce the possibility of mismatch between the training offered and the skills in demand. The project goals--which include socioeconomic analyses, comparison of employers' needs and graduates' skills, and better planning for higher education--are realized both in case studies in various countries and in the analysis of specific issues. The research teams in each country chose from three methods: longitudinal studies of students, graduates, and employers (the three categories sampled); analyses of census data; and analyses of representative populations. Major

Process: An Overview and Prognosis," (15) "The Testing of Teachers: Legal Parameters and Procedures," (16) "The New Member on the Court: Potential Effect on School Law Decisions," (17) "Recent Decisions on Rights of the Handicapped," (18) "Termination of Teacher Contracts in Canada," (19) "Home Instruction in Lieu of Compulsory Attendance: Statutory and Constitutional Issues," and (20) "Financing Educational Facility Construction: Prevailing Wage Litigation." (MLF)

ED 232 297 EA 016 001

Piele, Philip K.; Pitt, Stephen M.
The Use of School Facilities by Student Groups for Religious Activities.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see EA 016 000.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Court Litigation; *Educational Facilities; Federal Courts; Higher Education; *Religious Cultural Groups; School Law; Secondary Education; State Church Separation; State Courts; *Student Organizations; Student School Relationship
IDENTIFIERS- Supreme Court; *Widmar v Vincent

Three recent federal court decisions dealt with the use of public university and public school facilities by student groups for religious activities. In "Widmar v. Vincent," the United States Supreme Court decided that the University of Missouri at Kansas City was not justified in its denial of permission to a registered student religious group to use its facilities for meetings. However, in two other cases, which the Supreme Court chose not to hear, circuit courts of appeal decided that regulations preventing similar groups from using public high school facilities are justified. The courts' use of the concept of "impressionable youth" to distinguish a "public forum" in a university from an activity meeting in a public school is examined. A discussion of difficulties that university and school administrators may face in applying these decisions to their institutions concludes this chapter. (MLF)

furnish an interpreter for her. That decision and several others are discussed and their influence on special education appeals forecast. It is emphasized that a handicapped child in any setting must have an Individualized Education Program (IEP) calculated to allow the child to progress in education at a satisfactory rate in light of the child's handicap. The author contends there will be a shift in emphasis from substance to procedure, and that the formulation and implementation of educational policy for handicapped children is being returned from the courts to local and state education authorities. (MLF)

ED 232 314 EA 016 018

Harrison, Allen Keith
Termination of Teacher Contracts in Canada.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see EA 016 000.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Contracts; *Court Litigation; Elementary Secondary Education; Federal Courts; Foreign Countries; Hearings; School Law; State Courts; *Teacher Dismissal; *Teacher Rights; *Tenure
IDENTIFIERS- *Canada

In Canada, a teacher is deemed to have tenure after serving a probationary period which varies from one province or territory to another. This chapter explains Canadian law as it relates to the termination of teacher contracts. The Canadian court structure and the means of challenging termination decisions are explained. Technical, procedural, and unusual cases are cited, and the present circumstances for termination of teacher contracts are explained with differences in provinces and territories noted. Reasons for termination are categorized as: misconduct, incompetence, neglect of duty, criminal conviction, and redundancy. Also discussed is how these reasons would be evaluated by an appeal board. Grounds for a judicial review include failure to comply with statutory provisions; failure to abide by the rules of natural justice; an error at law on the face of the record; abuse of power; bad faith; failure of a public official to perform a duty; and other grounds peculiar to the case. Conclusions from landmark cases that have established procedures are listed along with implications for school

LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Accessibility (for Disabled); Braille; Elementary Secondary Education; Equipment; Etiology; *Physical Disabilities; *Special Health Problems; *Student Attitudes; *Visual Impairments; Visually Handicapped Mobility

The final volume (the fifth in the series and the fourth curriculum guide) in Project Teach 'n' Reach, a program designed to teach nondisabled students about disabilities, focuses on physical disabilities. Information on goals, performance objectives, and activity procedures are presented for topics dealing with physical and health impairments, including equipment, barriers, epilepsy, muscles, multiple sclerosis, cerebral palsy, spinal cord injury, cancer, heart conditions, asthma, and ways to increase student awareness about the physical and health impaired. The unit on visual impairments covers anatomical issues, eye care, etiology of impairments, partial vision, architectural barriers, mobility equipment, braille, adaptations, and ways to increase student awareness about the visually impaired. (CL)

ED 232 329 EC 152 608

Brundage, Elvira; And Others
Assessment of Functional Abilities of Moderate Learning Students.
Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Behavioral Objectives; Citizenship Education; *Daily Living Skills; *Disabilities; Environmental Education; Family Life; Functional Literacy; *Functional Reading; Health Education; High Schools, Home Management; *Learning Problems; Leisure Time; Mathematics Skills; Minimum Competencies; Money Management; Student Evaluation; *Vocational Education

The "Assessment of Functional Abilities of Moderate Learning Students" test is presented, along with a list of objectives being tested and brief test administration instructions. The test, which was developed by special education teachers of Cortland-Madison, New York, contains test items for the following 12 strands of a provide services to youths awaiting or serving sentence is outlined. Educational programs that are available for youths in jail and that directly parallel public school programs are briefly described as follows: regular school curriculum, high school equivalency preparation programs, basic literacy skills, occupational education, and special education. The school district of residence at the time of custody can arrange for educational services in one of four ways: direct tutoring, contracting with a school connected with the jail, contracting with the school district in which the jail is located, and contracting with Boards of Cooperative Educational Services. Mandated responsibilities for school districts and county jails are also outlined, and suggestions for cooperative arrangements are offered regarding identification of youth, determination of education need, and provision of service. It is noted that educational programs for incarcerated youths may be funded through local, state, and/or federal funds. Additional funding sources include: the high school equivalency preparation program, adult basic education, and Title I Neglected and Delinquent Children's Education Program. Special considerations for handicapped youths and youths with limited English proficiency are noted, and relevant sections of New York State Education Law and regulations of the Commissioner are listed. (SEW)

ED 232 343 EC 152 623

Morehouse, Jim; And Others
Data Based Gymnasium Model.
Teaching Research Infant and Child Center, Monmouth, Oreg.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTIONS- *Adapted Physical Education; Educational Objectives; Elementary Secondary Education; *Games; Group Instruction; Higher Education; Individual Instruction; Individualized Instruction; *Inservice Education; Leisure Time; *Movement Education; *Physical Activities; Recreational Activities; *Severe Disabilities; Skill Development; Training Objectives
IDENTIFIERS- *Data Based Gymnasium Model

The Data Based Gymnasium Model, a systematic approach to physical education for the severely handicapped, is described in this newsletter issue. The model was developed through a cooperative

*Females; Influences; Job Layoff; Labor Force; Labor Turnover; *Labor Utilization; Questionnaires; Reduction in Force; Sex Bias; Sex Discrimination; Sex Role; Surveys; *Technological Advancement; Technology; Unemployment
IDENTIFIERS- *England (West Yorkshire)

A study examined the impact of new technology upon women's employment in West Yorkshire in Great Britain. During the study, 2,000 copies of a questionnaire were distributed to past and present users of the Leeds Trade Union and Community Resource and Information Centre (TUCRIC) as well as to participants at a conference entitled Women and New Technology that was held in November 1979. Based on data obtained from the 40 questionnaires that were completed and returned, the researchers developed outlines of the position of female workers both nationally and in West Yorkshire. In addition, the researchers developed case studies of 27 workplaces that are currently using new technology in areas such as mail order companies, public agencies, banks, manufacturing firms, universities, libraries, warehouses, research and development organizations, and engineering firms. Because of traditional patterns of job segregation and inadequate education and training in scientific and technical subjects for women compared to men, women are disproportionately affected by the introduction of new technology. Not only are they more likely to lose their jobs, but they are also more likely to find that the quality of work has deteriorated in the jobs that remain. (MN)

ED 231 944 CE 035 773

Carpenter, Gaylene; Mead, Bernard F., Jr.
Leisure Education and Adult Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Adult Education; Adult Programs; Curriculum; Decision Making; Educational Needs; *Educational Objectives; *Educational Philosophy; Fused Curriculum; Interpersonal Competence; *Leisure Education; *Leisure Time; *Lifelong Learning; *Program Content; Self Concept
IDENTIFIERS- Andragogy; Leisure Attitudes; Self Awareness

The merging of the earlier post-industrial era with the current period of high technology has given the contemporary American lifestyle a leisure orientation. It is generally accepted that the

Education is currently involved in the development, implementation, and distribution of a sophisticated interactive computer and video learning system. Designed to offer trainees an open entry and open exit opportunity to pace themselves through a comprehensive competency-based, individualized program in basic electronics, the available courseware covers alternating current (AC) and direct current (DC) circuits. Currently under production is courseware dealing with semiconductor devices and digital techniques. The following topics are covered in the course on DC circuits: matter and charges; current flow and circuits; electromotive force; batteries and voltage drops; resistance; Ohm's law and power; magnetism; current and ammeters; voltmeters and ohmmeters; series, parallel, and voltage divider circuits; circuit analysis; Thevenin's and Norton's theorems; inductance and capacitance; and capacitive circuits. Addressed in the course on AC circuits are the sine wave and AC values, AC measurements, resistive circuits and capacitors, capacitive circuits, math applications in AC circuits, inductive circuits, transformer theory and applications, series resonance, and parallel resonance and filters. A number of interactive learning stations produced by the Wisconsin Foundation and the College of San Mateo are operational in major industries in California, where over 250 trainees are using the system. Furthermore, Wisconsin recently installed its first four stations near Milwaukee, where Comprehensive Employment and Training Act-eligible students will receive electronics training. (MN)

ED 231 959 CE 036 325

Vocational Investigation and Placement Project. An Exemplary Project. Final Report.

Bonny Eagle High School, West Buxton, ME.

SPONS. AGENCY- Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education.; Maine State Dept. of Education, Augusta. Div. of Special Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Career Education; *Career Exploration; Career Planning; Community Services; Cooperative Programs; Demonstration Programs; *Disabilities; Educational Cooperation; Experiential Learning;

Edition. Counselor Guide.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- New Hampshire State Occupational Information Coordinating Committee, Concord.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Adult Education; Career Education; *Career Exploration; *Career Guidance; *Counselor Role; Demand Occupations; *Employment Opportunities; Employment Projections; Employment Qualifications; Labor Needs; *Occupational Information; Postsecondary Education; Secondary Education

IDENTIFIERS- *Career Information Systems; New Hampshire; *Vital Information for Education and Work

This counselor's guide is designed for use with the Vital Information Education and Work (VIEW) manual. An introduction reviews the VIEW program and the role of the counselor, providing a sample of general questions that can be answered through use of the VIEW scripts (two-page job descriptions contained in the VIEW manual). An explanation follows of the kinds of information contained in the VIEW scripts. The final section suggests a four-step procedure for assisting VIEW users to obtain information about occupations for career exploration and planning. Descriptions of the six appendixes to the VIEW manual conclude the guide. (YLB)

ED 231 973 CE 036 382

New Hampshire VIEW. Vital Information for Education and Work. 1983 Edition. User Guide.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- California State Dept. of Education, Sacramento. Vocational Education Support Services Section.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTIONS- Adult Education; Career Education; *Career Exploration; *Career Guidance; Demand Occupations; *Employment Opportunities;

Lowry, Cheryl M.
Provide Appropriate Instructional Materials for Exceptional Students. Module L-4 of Category L--Serving Students with Special/Exceptional Needs. Professional Teacher Education Module Series.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-108-6
PUB DATE- 83
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adult Vocational Education; Behavioral Objectives; Bias; *Competency Based Teacher Education; Disabilities; Evaluation; *Exceptional Persons; Higher Education; Individualized Instruction; *Instructional Materials; Job Skills; Learning Activities; Learning Modules; *Material Development; *Media Selection; Postsecondary Education; Retraining; Secondary Education; Teacher Evaluation; Teaching Skills; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- Special Needs Students

This module, one in a series of performance-based teacher education learning packages, focuses on skills that vocational educators and other occupational trainers need to create learning environments that are accessible, accommodating, and equitable in meeting instructional needs of exceptional students. The purpose of the module is to give educators skill in acquiring additional, more specialized skills in providing appropriate instructional materials for students with exceptional needs. Introductory material provides terminal and enabling objectives, prerequisites, necessary resources, terminology, and general information. The main portion of the guide includes three learning experiences on the enabling objectives. Each learning experience presents educational activities with information sheets, samples, and checklists that are intended for use in evaluation. Optional activities are also provided. Completion of these three learning experiences should lead to achievement of the terminal objective through the fourth and final learning experience that provides for a teacher performance assessment by a resource person. An assessment form is included. (YLB)

Security (ES), Vocational Rehabilitation (VR), Secondary Education (SE), and Postsecondary Education (PSE). Coordination of the results of these studies revealed a general profile of information needs across SOICCs. The occupational characteristics category contained the elements most widely needed across all agencies. While the occupational supply category appeared to be somewhat less needed than the other categories when examined across all state agencies, some individual agencies, such as CETA, indicated a considerable need for data in this category. In general, the need for data appears to be ordinal across agencies, with CETA expressing the most need, followed by ES, VR, SE, and PSE. (MN)

ED 232 000 CE 036 433

Wright, Calvin E.; Kim, Yungho
Statewide Longitudinal Follow-up Study of Former Secondary Level Vocational Education Students (Project SEE). Report of Accomplishments.
Educational Evaluation and Research, Inc., Menlo Park, Calif.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Vocational Education.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; Data Collection; *Employment Patterns; Feasibility Studies; Followup Studies; Graduate Surveys; High School Graduates; Income; Longitudinal Studies; *Outcomes of Education; *Salary Wage Differentials; Secondary Education; Sex Role; State Programs; State Surveys; *Vocational Education; *Work Experience
IDENTIFIERS- California; *Project SEE; *Special Needs Students

A longitudinal followup study, entitled Project Student Employment Experiences (SEE), examined the long-term employment experiences of former vocational education students, especially special needs population students, and the long-term effects of their training. During the project, researchers collected a 3-year followup information file on their first annual sample, selected and collected training information on a second annual sample, and conducted a study to assess the feasibility of utilizing franchise tax board records to locate former vocational students. The first and second annual samples consisted of 3,529 and 3,638 former students respectively. Based on data from the study, followup

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Basic Skills; Change Strategies; *Dropout Characteristics; *Dropout Programs; Dropout Research; Dropouts; *Educational Needs; Literature Reviews; Needs Assessment; Outcomes of Education; Postsecondary Education; Potential Dropouts; Program Descriptions; Program Development; Remedial Instruction; Remedial Programs; Secondary Education; *Skill Development; Student Characteristics; Trend Analysis; *Vocational Education

A study synthesized existing data and information on the characteristics of actual and potential dropouts and identified strategies and techniques employed in vocational programs in order to remedy basic skill deficiencies in these youths. During the study, a veriety of sources were examined, including school performance and job proficiency data, standardized test scores, various research studies, and research projects to address the skill needs of dropouts. Data from these sources revealed that the average performance of secondary vocational students on standardized basic skill measures is between the 35th and 40th percentile or about one-half a standard deviation unit below the average for all secondary students. The average performance of potential and actual secondary school dropouts is near the 25th percentile. Furthermore, the performance of dropouts in reading and math areas appears to be equally poor. It appears, however, that when potential and actual dropouts are afforded the opportunity to participate in vocationally oriented programs that have an integrated basic skills component, their basic skills attainment will usually increase substantially. Based on the study, recommendations were made calling for earlier certification of potential dropouts, for increased use of individualized instruction or materials, and for further research on the benefits and problems of innovative, flexible program delivery. (MN)

ED 232 015 CE 036 466

Lotto, Linda S.
Building Basic Skills: Results from Vocational Education. Research & Development Series No. 237.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

Fairness; Sex Stereotypes; Student Attitudes; Trade and Industrial Education; Unions; *Vocational Education; *Work Attitudes

Developed by a committee of vocational education teachers, the activities in this guide are intended to help instructors to teach students the attitudes, characteristics, and knowledge that will enable them to use their vocational education skills in the most effective way. They also are designed to help students overcome sex stereotypes and form a more positive attitude toward the abilities of both sexes. Five themes are developed throughout the activities: exploration of career opportunities; "habitudes" (those attitudes that are critical for successful employment); human relations; leadership (goal setting, self development, and self concept); and career (knowledge of where to look for job openings, how to write a resume, how to complete an application, how to succeed in a job interview, and how a union works). Activities to support these themes are provided in the areas of general vocational courses, agriculture, business and distributive education, consumer and homemaking, health occupations, industrial arts, and trades. The trades area is further subdivided into activities for air conditioning/climate control, automotive, commercial art and printing, construction and maintenance, cosmetology, drafting, electrical-electronics, and metal working courses. Besides the learning activities, the guide includes fact sheets and student surveys for the five theme areas, resources for vocational equity, a bibliography, and a form for teacher feedback to the committee. Activities are indexed by theme areas and by titles. (KC)

ED 232 029 CE 036 500

Boating Safety, 15-6. Military Curriculum Materials for Vocational and Technical Education.

Coast Guard Inst., Oklahoma City, Okla.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Accidents; Autoinstructional Aids; Behavioral Objectives; *Boat Operators; First Aid; Individualized Instruction; *Navigation; Pacing; Postsecondary Education; *Safety; *Seafarers; Secondary Education; Tests; Vocational Education; Water Pollution

Policy; *Educational Practices; *Females; Needs Assessment; *Nonformal Education; Participant Characteristics; Participation; Program Improvement; Regional Planning; Regional Programs; Sex Bias; Sex Role; State of the Art Reviews; Workshops

IDENTIFIERS- Participatory Research; Regional Surveys

A study examined the nature and extent of women's participation in adult and nonformal education in third world areas. During the study, female coordinators of adult and nonformal educational programs for women in the Arab states, South Asia, Southeast Asia, the Caribbean, Latin America, Africa, and the South Pacific collected information on such programs from print materials and from practitioners and researchers. Findings were then shared at a workshop attended by 16 women from 14 third world countries. While the problems faced by women and the solutions available to them varied greatly within each region and within each country, the project and workshop did reveal some common needs and problems faced by women across the regions. Throughout the seven regions of the project, development programs generally failed to take women seriously into account as full participants. Much of nonformal education focused simply on helping women improve only within the limited range of activities assigned to them by virtue of their sex. To remedy this situation, governments must formulate more precise, consistent, and integrative policies supporting the development of women and must provide the resources, training, and monitoring necessary to ensure that these policies are carried out. (MN)

ED 232 043 CE 036 538

Second Career Opportunities for Older Persons.

Institute of Lifetime Learning, Washington, D.C.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- Aging (Individuals); Annotated Bibliographies; *Career Change; Career Planning; Correspondence Study; Employment Interviews; *Employment Opportunities; Employment Services; Guidelines; Individual Characteristics; *Job Search Methods; Lifelong Learning; Long Range Planning; *Midlife Transitions; *Older Adults; Program Descriptions; *Retirement; Retraining; Small Businesses

IDENTIFIERS- Resumes; *Second Careers

curricula can be integrated. Intended for use as a model to prepare other plans or as a complete plan for producing an item, each sample unit contains a description of the item; a drawing of the finished product; working drawings; a production plan consisting of behavioral objectives, scientific concepts, industrial arts/vocational education skills, and a list of materials; tools and equipment; and the assembly procedure. The five sample units and the technology areas they match are solar collector (environmental protection and medium-range incubator), medical technology, binary system demonstrator (computer science, model rocket, and launch assembly), aviation, and electronic metal locator (electronics). (YLB)

ED 232 058 CE 036 594

1982 Massachusetts Employers' Satisfaction Survey. To Determine the Level of Employers' Satisfaction with the Skills of Vocational Education Graduates in Massachusetts. Final Report.

TDR Associates, Inc., Newton, Mass.

SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
PUB DATE- 21 Jan 83
AVAILABLE FROM- Massachusetts Vocational Curriculum Resource Center, Minuteman Regional Vocational Technical School, 758 Marrett Road, Lexington, MA 02173 (write for price).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Education Work Relationship; *Employer Attitudes; Employers; Followup Studies; *Graduate Surveys; *Job Performance; *Job Skills; Participant Satisfaction; *Vocational Education; *Vocational Followup; Work Attitudes
IDENTIFIERS- *Employer Surveys; Satisfaction

A survey conducted between April 1982 and January 1983 collected ratings of vocational training from former students, employers, and supervisors. Over 1,500 former students (completers and leavers) rated their vocational education in terms of technical knowledge, work attitude, work quality, overall rating, relative preparation in comparison to coworkers without a vocational education, and academic preparation. Over 775 employers/supervisors rated five aspects of their employees' vocational training and/or job performance. (They did not rate academic preparation.) Former students, vocational training, and/or job performance were rated as good to very good in

Internal Dialogue in Counseling: Research in Training Counselors and Other Helping Professions.
PUB DATE- 20 Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior Theories; *Cognitive Processes; *Counselor Training; Graduate Students; Higher Education; *Knowledge Level; Modeling (Psychology); Problem Solving; *Teaching Methods; Verbal Communication

The potential influence of cognitive-behavioral theory on counselor preparation is an important aspect to consider in training counselors and therapists. To determine the effects of self-instruction and the knowledge of how to develop a clinical hypothesis on master's degree counselor trainees, two studies were conducted. In the first study, entry level counselor trainees completed a counseling questionnaire and were assigned to one of four treatment conditions on the basis of their responses: self-instruction strategy only; clinical hypothesis knowledge only; a combination of both self-instruction and clinical hypothesis knowledge; and placebo control. Participants in each condition observed a six-frame videotape of a client problem and, during pauses between each frame, received live instruction in self-instruction strategy or the elements of clinical hypothesis formulation. Next, participants applied the learned skills between pauses in viewing an eight-frame videotape. In study 2, high-level graduate students proceeded exactly as in study 1 except for receiving written instructions. Data analyses of the responses of participants in all conditions is yet to be performed. Earlier pilot studies, however, suggest significant gains for each treatment condition. (The appendices provide transcripts of both the eight- and six-frame videotapes, the thought listing instrument, the counseling questionnaire, and the instructional scripts for the self-instructional strategy and the hypothesis formulation.) (AG)

ED 232 072 . CG 016 766

Bailey, Bruce E.; Hernandez, Alexis
Projected Suicidal Ideation in Regard to Adverse Life Circumstances.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- Oct 82
GRANT- NIMH-2-RO-1-MH15521
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Behavior Patterns; Conflict Resolution; Decision Making; *Family Relationship; *Family Structure; *Interpersonal Communication; Junior High Schools; Junior High School Students; *Parent Role; *Participant Satisfaction; *Problem Solving; Research Methodology; Schematic Studies

Problem definition appears to influence problem solving outcomes with respect to their quality. In order to determine whether or not families, confronted as a group by a series of possibly problematic situations, would engage in a problem definition phase, and whether or not the phase or its absence would be related to family members' satisfaction with family effectiveness, 48 white families, comprising natural parents and their ninth grade offspring, participated in an observational study. A number of dependent variables including social class; gender of child and maternal employment; family power structure; family problems; family affection patterns; and family communication patterns were examined for their relationship to individual family members' satisfaction. Family members' responses to 17 possibly problematic situations were coded in three categories: a solution perspective; an evaluation perspective; and an analytic perspective. Analyses of family members' scores, based on a model of the relationship between the dependent variables, showed that the model was not supported in a number of respects. Based on the mixed findings in the relationships between the dependent variables, and in the relationship of the dependent variables to family members' satisfaction, a revised model of family interaction was developed which incorporated a limited amount of feedback in family interactions. The results provided little evidence of the relationship between problem definition and family members' satisfaction. An illustration of the model of family interaction is included. (MCF)

ED 232 086 CG 016 780

Bradley, Jan; And Others
An Evaluation of Life in the Residence Halls at Indiana Universtiy from an Ecosystem Perspective: 1982.

supposition that the therapist is an expert on black culture. A discussion of strategies which may be appropriate for a white therapist to use with black clients is presented and includes: encouraging the client to disclose using Black English; revealing the parameters which exist in a therapeutic relationship; examining disclosure flexibility changes across black and white clients; learning what topics are perceived by blacks as appropriate to communicate to a white person; and recognizing that blacks are not a homogeneous group. (AG)

ED 232 101 CG 016 795

Warren, Nancy J.; And Others
Parenting after Divorce: Evaluation of Preventive Programs for Divorcing Families.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Anxiety; Behavior Problems; Children; *Divorce; Elementary Education; Evaluation Methods; *Family Problems; Parent Child Relationship; *Parent Education; *Prevention; *Program Effectiveness; Program Evaluation; Self Esteem

Preventive educational programs are potentially useful in reducing the effects of divorce on children and families. Parenting After Divorce is an ongoing study designed to evaluate preventive programs. Divorcing families with children aged 7-12 are identified from court records and contacted to participate. Families are randomly assigned to one of four educational programs: parent group, family education, child group, or self-study. Assessment of parent, child, and family functioning involves multiple measures including self-report questionnaires of child self-esteem, anxiety, and understanding of divorce; parent anxiety and depression; parent report of child behavior; videotaped observation of family play; and a school questionnaire. Preliminary data analysis on 60 families suggested that at pre-test, an average of 13 months after separation, most of the sample children were functioning normally in terms of self-esteem and anxiety. Parents reported that 56% of the children had a clinically significant number of problem behaviors. Parents were more unhappy than the general population. At post-test, the overall sample of children had fewer problem behaviors and less anxiety, while parent anxiety and sadness remained stable. Analysis

Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Aging (Individuals); Comparative Analysis; Depression (Psychology); Females; Gerontology; *Intelligence; *Intelligence Differences; *Older Adults; Performance Factors; Physical Disabilities; *Physical Mobility; Psychological Testing

In order to ascertain the extent to which older persons' levels of behavioral functioning parallel their levels of intellectual functioning, 42 female patients, aged 61-99, of an outpatient comprehensive care geriatric clinic, completed the Wechsler Adult Intelligence Scale (WAIS), the Instrumental Activities of Daily Living Scale (IADL), the Hamilton Rating Scale for Depression (HRS), and the modified Hachinski Ischemic Score (MHIS), a measure of vascular conditions. The tests were administered in their homes. The subjects, who were participants from a larger study, met the following selection criteria: female; right-handed; level of education less than high school graduate; annual income less than $8,000; no clinically observable aphasia or apraxia; no psychotropic drugs within 2 weeks of testing; score indicating only mild depression or normal mood on the Hamilton Scale; and no history of medical or psychiatric problems which might affect mental functioning. Analyses of results showed that the overall correlation between intellectual functioning (WAIS full IQ) and behavioral difficulties (IADL) was significant and remained so even after the effects of age, vascular condition, and depression were partialled out. However, there was considerable variability in the behavioral functioning of subjects across all levels of intellectual functioning. Appendix A provides the scoring for the IADL scale by item, and Appendix B provides the scoring for MHIS. (MCF)

ED 232 116 CG 016 810

Friedman, Larry S.; And Others
Smoking Onset among Teens: An Empirical Analysis of Initial Situations.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Aug 82
GRANT- BRSG-S07-RR-07080; NICHD-HD-13403-03
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adolescents; *Habit Formation; Health Education;

that, on the whole, at each grade level, there was a positive relationship between reading achievement and the ability to anticipate narrative text structure during reading. The relationship was consistent across grades. In addition, there was no significant difference between fourth grade and sixth grade readers in the extent to which particular story structures were expected. (Author/FL)

ED 232 130 CS 007 178

Mason, George E.
Advantages and Disadvantages of the Computer as a Teacher of Reading.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Computer Assisted Instruction; Computer Programs; *Computers; Elementary Secondary Education; Input Output Devices; *Reading Instruction; *Reading Teachers; Teaching Methods

The computer has at least eight features that can be advantageous to the reading teacher and the learner: the computer (1) is interactive--the print can change sizes and colors, blink on and off, and roll up or down the screen; (2) is immediate--it can respond or interact far faster than can either the teacher or learner; (3) is impassive--it is a nonthreatening, nonjudging machine; (4) focuses attention--the changing light patterns on the surface of the cathode ray tube (CRT) are a constant reminder to the viewer that the display can and does change; (5) is absolutely dependent upon its programs (or programer); (6) can vary parameters; (7) permits skills to be embedded in games; and (8) can keep records. Unfortunately, not all of the computer's characteristics are advantageous. For example, the low cost of electronically stored and displayed text is low cost only after relatively expensive computing equipment has been purchased. A second problem is quality. However, the computer's major disadvantages are inherent in the characteristics of its displays: it is dependent upon electricity, and its printouts are often difficult to read. Furthermore, the CRT is a limited display device. Finally, the CRT can cause vision problems. (HOD)

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- *Information Processing; Language Usage; Linguistic Competence; *Linguistic Performance; Secondary Education; *Sentence Combining; Teaching Methods; Verbal Ability; *Writing Exercises; Writing Skills

IDENTIFIERS- *Audience Awareness; *Linguistic Markers

The Cooperative Principle posits four general ways in which a speaker is expected to be cooperative: (1) quantity--make a contribution no more and no less informative than is required; (2) quality--say only that which one both believes and has adequate evidence for; (3) relation--be relevant; and (4) manner--make a contribution easy to understand. Once teachers understand this principle, they can begin to discuss with their students why one sentence with its implicature is better than another sentence with its different implicature in a given context. First, however, students need to have an understanding of the placement of given and new information within a sentence. This implies an understanding of the "Given-New Contract." Under this contract, a discourse consists of sentences carefully tailored to achieve the speaker's desired effect on his or her listener. Students also need an understanding of the linguistic structures that alter the information within a given context. Teaching strategies are needed that can exercise their competence with the aim of improving their performance. Signalled and unsignalled sentence combining exercises can accomplish this goal. Signalled exercises require the students, by asking them to treat some information as given, to integrate the kernals into a context during production. Unsignalled exercises are designed to teach the linguistic markers that signal certain words or phrases as new or given. The assumption is that if the Cooperative Principle and the Given-New Contract are really a part of competence, these sentence combining exercises will affect their use. (HOD)

ED 232 147 CS 207 445

Allen, Barbara; And Others

Decision Making Activities for the Grade 9 English Curriculum.

Wappingers Central School District 1, Wappingers Falls, N.Y.

PUB DATE- 82

LANGUAGE- English

EDRS Price MF01/PC01 Plus Postage.

Moffett, James
Coming on Center: English Education in Evolution.
REPORT NO.- ISBN-0-86709-005-7
PUB DATE- 81
AVAILABLE FROM- Boynton/Cook Publishers, Inc., 206 Claremont Ave., Montclair, NJ 07042 ($8.25).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTIONS- Behavioral Objectives; *Curriculum Evaluation; *Educational Innovation; *English Curriculum; *Language Arts; *Nontraditional Education; Relevance (Education); Student Centered Curriculum; Teaching Methods; *Writing (Composition)
IDENTIFIERS- *Moffett (James)

Reflecting the author's thoughts on trends in the teaching of language arts during the 1970s, 12 articles and talks in this collection deal with the following topics: (1) behavioral objectives; (2) the student-centered language curriculum; (3) teaching literacy; yoga for public school teachers; (5) instructional television for language learning; (6) maintaining integrity in the teaching of writing; (7) writing, inner speech, and meditation; and (8) the future profile of the language arts curriculum. (MM)

ED 232 162 CS 207 641

Ardoin, Birthney
The Teaching of Ethics in Advertising Curricula: An Analysis of ACEJMC Accredited and Non-Accredited Programs and Programs in Business Administration.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Advertising; College Programs; *Course Content; *Ethical Instruction; *Ethics; Higher Education; *Journalism Education; Program Descriptions; *School Surveys; Teaching Methods

A survey was taken to find answers to questions being asked by the Accrediting Council on Education in Journalism and Mass

Stanford, Serena Wade
The Influence of Family Communication on Media Behavior.
PUB DATE- 7 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior Development; *Family Influence; *Interpersonal Communication; *Media Research; *Models; Parent Child Relationship; Research Needs; *Television Viewing
IDENTIFIERS- *Family Communication

Independent investigations have demonstrated consistent relationships among family communication, cognitive style, and media behavior when any two of these variables are associated in the same study. The evidence so far supports the hypotheses that family communication patterns are associated with different strategies for dealing with persons and information, thus influencing the role and effects of television and other media in the lives of young persons. However, a theoretical model is needed to clarify the process of this influence. Such a model would support the following hypotheses: (1) cognitive style will function significantly in explaining variance in media use and gratifications by family communication patterns; (2) "rule" gratifications in the media will be significantly associated with convergent thinking and socio-orientation in family communication patterns; (3) "idea" gratification in the media will be significantly associated with divergent thinking and concept-orientation in family communication patterns; and (4) general orientation to media will function significantly in explaining variance in media use and gratifications by family communication patterns. The testing of these hypotheses will require longitudinal research and should be associated with different leisure activity choices over time. (HOD)

ED 232 178 CS 207 690

Masland, Jonathan L.; And Others
The Measurement of Cable Television Program Service Preferences.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adults; *Attitude Measures; *Audiences; Broadcast

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Descriptive Writing; *Discourse Analysis; Fiction; Grade 3; Holistic Evaluation; Literary Devices; *Narration; Primary Education; Sentence Structure; *Writing Research
IDENTIFIERS- *Textual Analysis

To examine the textual features that distinguish descriptions and fictional narratives in the products of eight- and nine-year old writers, a study analyzed 14 compositions (seven descriptions and seven fictional narratives) written by 14 third grade students. The samples were rated by two qualified professionals working in writing research, assessment, and instructional materials development, using holistic methods and a four-point scale. After the compositions had been evaluated, they were typed and analyzed for features per T-unit. Preliminary analyses revealed that descriptions were distinguished from fictional narratives by more adjectives, greater lexical collocation, a greater variety of sentence roles, and by adverbial clauses of circumstances. Fictional narratives were distinguished from descriptions by more adverbs, more cohesive ties of conjunction, compound subjects and predicates, and greater movement along levels of abstraction. They also differed in some of the types of adverbial clauses found in text. These results suggest that the genres may be similar in textual features pertaining to numbers of verbs, nouns, and pronouns. They may also be alike in amount of lexical reference and repetition and in ratio of subordinate clauses to numbers of words and to T-units. (Materials used in the study are appended.) (HOD)

ED 232 194 CS 207 737

Feasley, Florence G.
Television Commercials: Symbols, Myths and Metaphors.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Advertising; *Art Expression; *Metaphors; *Mythology; Social Indicators; *Symbolism; *Television Commercials

Television commercials convey to the audience through symbols, metaphors, and myths the feelings and emotions deeply rooted in our culture. While commercials on one level are concerned with a representation of the product or service, they are on another level

writing, (14) teaching audience through children's books, (15) creating a writing laboratory, (16) teaching paragraph structure, (17) fantasy, (18) community-centered writing, (19) sentence combining and peer evaluation, and (20) extending literature through writing in the elementary school classroom. (FL)

ED 232 210 CS 207 772

Hayes, Mary F., Ed.; And Others
Teachers and Writers: Articles from the Ohio Writing Project.
Miami Univ., Oxford, Ohio.
SPONS. AGENCY- Martha Holden Jennings Foundation, Cleveland, Ohio.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Content Area Writing; Creative Dramatics; Elementary Secondary Education; Expository Writing; *Learning Processes; Literature; Oral Language; *Skill Development; *Writing Evaluation; Writing Exercises; *Writing Instruction; *Writing Processes; *Writing Research

Prepared by classroom teachers, the papers in this collection combine practical knowledge with recent findings from writing research. Among the topics discussed in the 25 papers are (1) student teacher conferences, (2) using poetry to develop writing fluency, (3) writing as a learning process, (4) oral and written discourse, (5) creative dramatics and oral interpretation in the writing process, (6) writing for publication, (7) reluctant writers, (8) handling the paper load, (9) popular culture and the teaching of usage, (10) the development of writing abilities, (11) the structure of the expository paragraph, (12) writing in the content areas, (13) journal keeping, (14) using prewriting to improve student writing, and (15) using field work to teach writing. (FL)

ED 232 211 CS 207 777

ED 232 225 CS 504 262

Masterson, John T.; Beebe, Steven A.
An Overview of Research Literature in Family Communication: 1976-1982.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication (Thought Transfer); *Communication Research; Communication Skills; *Family (Sociological Unit); Family Relationship; Research Methodology; *Research Needs; *Speech Communication
IDENTIFIERS- *Family Communication

An overview of the literature in family communication since 1976 reveals that a huge body of research continues to focus on the family context but that little of this research is being conducted by scholars whose primary interest is communication. Communication researchers could make a contribution to family communication research if they documented more precise relationships among levels of communication skills attainment, methods of communication training, and the degree of family member satisfaction with the family relationship. Contemporary communication research has drawn upon the conceptual frameworks of descriptive, prescriptive, and systems perspectives. The objective of the descriptive approach is to understand family relationships and the impact of the family unit on society. Studies of coupling, separation, and divorce are among the most common topic areas for those who adopt such a perspective. The prescriptive approach seeks to identify specific behaviors or techniques that can result in an improved communication climate and enhance family member satisfaction with the family unit. The systems approach emphasizes the relationship of all parts of the system (family members) and notes how the individual components of the system relate to one another and affect the whole. Because of its utility and inherent flexibility in accommodating both descriptive and prescriptive approaches to the study of families, the systems approach will probably continue to undergird theoretical frameworks for investigating family communication. (HOD)

ED 232 226 CS 504 276

overriding national significance and advancing the cause of civil rights throughout the nation. According to Reagan's "new federalism," the role of the federal government in education would allegedly stay substantially as it had been under the previous four presidents. In fact, however, such Reagan administration proposals as a 50 percent cut in the federal budget's support of school programs from 1980 to 1983 and the dismantling of the United States Department of Education suggest that Reagan's "new federalism" may merely represent a return to the "old federalism" that existed in 1917 before enactment of the United States Vocational Education and Child Nutrition Acts. The federal role in education is not likely to diminish as a result of Reagan's policies. Instead, the weight of federal involvement will be transferred increasingly from the executive branch to the legislative and judicial branches. School board members and administrators have a responsibility to communicate the importance of education as a national investment and to encourage sound partnership among federal, state, and local governments. (JBM)

ED 232 242 EA 015 722

Glaub, Gerald R.

Board & Supt. Share Appraisal Benefits.

National School Boards Association, Washington, DC. Educational Policies Service.

PUB DATE- Apr 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- Accountability; *Administrator Evaluation; *Board Administrator Relationship; Board of Education Policy; *Board of Education Role; Elementary Secondary Education; Evaluation Criteria; Evaluation Needs; *Governance; Program Evaluation; School Administration; School Districts; *Superintendents

IDENTIFIERS- *Illinois Association of School Boards

Although some board members and superintendents may consider superintendent evaluation as potentially disturbing for their working relationships, such evaluations may become more appealing when considered as part of a broader system of school governance and management. What is needed is a performance appraisal system developed jointly by superintendents and board members. In recent

McAllister Johnson tells how she dealt with coworkers who felt that she was disadvantaged by being black and female; attorney Linda Bartlett focuses on the law; personnel executive Carol Kiryluk reflects on the advantages and disadvantages of being a single woman; and banker Eleanor Byrnes describes ways corporations are meeting the needs of dual-career employees. Personal solutions to the problems inherent in working and being a parent of small children are recounted by attorney Patricia M. Oesterle, personnel manager Deborah K. Smith, and marketing experts Gail Bryant Osterman and Margaret Coffey. Chapter 5 presents a brief review of the research about women and of advice books directed to women managers, and includes an annotated bibliography of 46 writings that appear to be the most sensitive and useful. (MLF)

ED 232 255 EA 015 802

Mooney, Joseph P.
A Time Manageable Supervisory System for Secondary School Principals.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 7 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Administrator Role; Classroom Observation Techniques; Educational Objectives; *Management by Objectives; Needs Assessment; *Principals; Records (Forms); *School Supervision; Secondary Education; Teacher Evaluation; Visual Aids

Collected here are a number of varied materials on school supervision intended for secondary principals. These include a brief description of a presentation concerning school supervision; a number of visual aids, checklists, charts, and outlines used in the presentation; a short paper on the logistics of Supervision through Educational Management by Objectives and Results (STEMBOR); and an appendix to that paper containing a sample weekly school calendar notifying teachers of what is expected of them for that week, an outline of the sequence administrators should use for STEMBOR supervisory activities, a checklist of classroom routines, and a classroom observation form to be used when evaluating teachers. The papers and outlines describe a system applying management by objectives to school supervision; the other materials are to be used by principals in implementing the system. (JM)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Achievement; Administrator Role; Basic Skills; Demonstration Programs; Educational Principles; *Educational Testing; Elementary Secondary Education; Faculty Development; *Instructional Improvement; School Effectiveness; Skill Development; Student Evaluation; Student Improvement; *Student Teacher Relationship; *Teacher Administrator Relationship; Teacher Effectiveness; Teacher Improvement; Teacher Made Tests; Teacher Role; Test Construction
IDENTIFIERS- *Pittsburgh School District PA

As a testing procedure designed to link instruction and testing in a helping relationship, Monitoring Achievement in Pittsburgh (MAP) is based on four assumptions: (1) classroom teachers are the primary untapped resource in schools and should be called upon for all their professional experience and talents; (2) all testing evidence about student learning, including the monitoring component of MAP, should be recognized as imperfect measures that are no replacement for professional judgement; (3) teacher attempts to focus their instruction and improve their teaching skills must be encouraged and supported; and (4) the principal must be regarded as the instructional leader of her or his school, intimately involved with the curriculum. Beyond these assumptions, MAP consists of five key components: (1) to foster student learning of specific skills, MAP first delineates skill expectations on which instruction is to focus; (2) MAP emphasizes identification of a manageable set of skills for classroom instruction; (3) MAP calls for periodic feedback to students and teachers on student skill achievement as a tool for improving instructional focus; finally (4 and 5), MAP encourages administrators to take an active role in identifying and developing instructional strategies and materials, and in providing teacher support services that foster continuous professional growth. (JBM)

ED 232 270 EA 015 818

Wallace, Richard C., Jr.
PRISM: Pittsburgh Research-Based Instructional Supervisory Model. A Staff Development Program.
Pittsburgh Public Schools, Pa.
PUB DATE- 1 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

variables include economic capacities of nations, degrees of emphasis on education, inventories of training needs, education costs, and such factors as job mobility and attitudes of students and employers. Sample populations were surveyed through questionnaires and their answers correlated with national statistics. Discussion of problems and limitations of methods and samples resulted in 1979 in a refocusing on educational issues as well as on wider coverage of schools (technical-vocational institutions as well as universities) and on an emphasis on followup studies. (JW)

ED 232 283 EA 015 845

Inequalities in Educational Development: Papers Presented at an IIEP Seminar.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

SPONS. AGENCY- Swedish International Development Authority (SIDA).

PUB DATE- 82

AVAILABLE FROM- Publications, International Institute for Educational Planning, 7-9 rue Eugene-Delacroix, 75016 Paris, France (Order No. A.103; 15 francs; also available in French).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- Access to Education; *Developing Nations; Disadvantaged; *Educational Development; *Educational Equity (Finance); *Educational Opportunities; Elementary Secondary Education; *Equal Education; Equal Opportunities (Jobs); Higher Education; Poverty; Salary Wage Differentials; School Role; Seminars; Sex Differences; Sex Discrimination; *Social Status

IDENTIFIERS- Ethiopia; Guatemala; Indonesia (Java); Iran; Tanzania; Thailand; Upper Volta; Yemen

Based on the realization that the rapid worldwide growth of educational systems over the last two decades has not produced the expected eradication of social inequality, an international seminar was held for educational policy-makers, planners from developing countries, research workers in the area, and representatives of aid agencies from 33 countries. Three principal topics were examined: the diagnosis of inequalities in education and possible future objectives in the area; strategies for the reduction of inequalities; and education and inequalities in the labor market.

ED 232 298 EA 016 002

Cannell, Julian E.
Denial of Standard Diploma to Handicapped Students.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see EA 016 000.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Academic Standards; *Court Litigation; *Disabilities; Federal Courts; *Graduation Requirements; High School Graduates; *Minimum Competency Testing; School Law; Secondary Education; Special Education; State Courts

Public school districts that have new policies establishing minimal competency programs that consequently deny some handicapped students a standard diploma have been subjected to litigation. Legal decisions are discussed, addressing, first, the question of fair standards and, second, the fairness of the procedures for administering new graduation standards. Fair standards are determined by the courts to require that handicapped students be given a reasonable opportunity to achieve the status represented by a standard diploma. The procedures for implementing new diploma standards have been challenged by handicapped students based on the Education for All Handicapped Children Act (EAHCA), Section 504 of the Rehabilitation Act, and due process. The courts have ruled that EAHCA does not require that handicapped students be granted a status that they cannot or have not earned. Section 504 requires that procedures for administering diploma tests must allow for such modifications as may be necessary to measure students' knowledge and not their handicapping conditions. Due process requires adequate notice of new diploma standards so that handicapped students have sufficient time to prepare. In summary, both handicapped and nonhandicapped students who fail to meet legally valid graduation requirements may be denied standard diplomas. (MLF)

ED 232 299 EA 016 003

Hamilton, David A.

administrators. Recommendations are made for a Canadian model for termination of teacher contracts. (MLF)

ED 232 315 EA 016 019

Mondschein, Eric S.; Sorenson, Gail Paulus
Home Instruction in Lieu of Compulsory Attendance: Statutory and Constitutional Issues.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see EA 016 000.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070); Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Compulsory Education; *Court Litigation; Elementary Secondary Education; Federal Courts; *Home Schooling; *Nontraditional Education; *School Attendance Legislation; School Law; State Courts

This chapter discusses the issues involved in home education as they relate to state compulsory school attendance laws. The authors first examine the purpose and context of compulsory attendance, then the public or private school alternatives. The statutory and case laws providing for home education are explored and some of the constitutional issues and concerns related to home education are raised. Courts have generally upheld the right of parents to educate their children at home when the children are taught by a competent person and the education provided is equivalent to that provided by a public school. Suggested guidelines are offered to aid school districts presented with a home education request. (MLF)

ED 232 316 EA 016 020

Goldblatt, Steven M.; Wood, R. Craig
Financing Educational Facility Construction: Prevailing Wage Litigation.
National Organization on Legal Problems of Education, Topeka, Kans.

curriculum for secondary school students: vocational/work study; environment; health and safety; adult life; home management; child care; money management; leisure time; citizenship; and functional reading, writing, and math. The test is designed to be administered at the beginning of high school to help identify student weaknesses in developing the Individualized Education Program and also to senior high students who are candidates for a certificate award. In addition to a listing of objectives for all 12 curricular areas, information is presented for each objective indicating where the associated test items are located and how the items are to be tested. The objective sheets serve as a summary of what the student knows and does not know. Among the materials included in the student test booklet are the following: a job application form, a pay stub, a map, questions on drugs, a circle graph, a utility bill, a bank statement, questions about loans, questions about common reading materials (e.g., train schedule, food product label, newspaper article, mathematical problems, questions about a grocery advertisement), and questions about geometric figures. (SEW)

ED 232 330 EC 152 609

Behrmann, Mike; Lahm, Liz
Critical Learning: Multiply Handicapped Babies Get On-Line.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cognitive Development; *Computer Assisted Instruction; Developmental Stages; *Early Experience; Exceptional Child Research; Feedback; Infants; Language Acquisition; *Microcomputers; Motor Development; *Multiple Disabilities; *Physical Disabilities; Preschool Children; *Technology Transfer; Time Factors (Learning)

The ability of at-risk and handicapped infants and toddlers to interact with microcomputers was studied. One research phase focused on the parameters (motor, language, and cognitive developmental levels) for using the microcomputer. The overall project examines eight levels of use culminating in using a menu driven program for making choices to initiate an interaction. Level 1 objectives begin with assessing the needs of each individual through an information-gathering process. Objectives at level 2 attempt to establish the cause/effect relationship, while level 3 teaches the concept of making choices. The first three levels were implemented effort between Oregon State University and the Teaching Research Infant and Child Center. The "Game, Exercise, and Leisure Sport Curriculum for the Severely Handicapped" is divided into four major domains: movement concepts; basic game skills, physical fitness, and leisure movement. Skills, or programs, are task analyzed and systematically presented in teaching steps commensurate with the learning needs of the severely handicapped. The Data Based Gymnasium Model incorporates the basic component framework of the Teaching Research Data Based Classroom Model with adaptations for the needs of the physical education setting. The model employs a behavioral approach to instruction and conducts learning programs in both individual one-to-one settings and group settings. The staff training compoment includes direct inservice training and followup services. (SEW)

ED 232 344 EC 152 624

Brinker, Richard P.
Assessing Sensorimotor Functioning in Preschool Orthopedically Handicapped Children.
PUB DATE- 27 Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Child Development; Infants; Learning Theories; *Perceptual Motor Learning; *Physical Disabilities; *Student Evaluation

The paper describes approaches used to assess preverbal or nonverbal orthopedically handicapped infants. The first section describes a conceptual approach to development that differs from the normative approach. The conceptual development model emphasizes developmental structures rather than successive cumulative acquisitions of behavior. This approach is merged with the "methode critique," which consists iof asking questions about the child's spontaneous modes of interaction with the environment. The combined approach is illustrated in a case study of a severely retarded 3-year-old boy with severe motor delays. Sensorimotor assessment of an infant with severe orthopedic handicaps is then considered, and a microcomputer is used to program consequences of behavior and provide ongoing behavior analysis. Alternative approaches to sensorimotor assessment are reviewed, and the importance of process of leisure education involves five component areas: leisure awareness, self-awareness, decision making, leisure skills, and social interaction. To date, leisure education is most frequently applied in adult education programs at the fourth component level, leisure skills. Because many of the significant variables in leisure education are also significant in adult education, it would appear that a philosophical base exists for the integration of leisure education and adult education. By methodically integrating leisure education modules in terms of on-going values exploration, career development, preretirement issues, adult development, life cycles, and similar areas, adult educators can enhance present offerings available in adult education program delivery systems. Experiences designed to encourage, facilitate, and identify leisure appreciation and awareness obtained during leisure-time activity have the potential to add depth to comprehensive adult education programs and are applicable to andragogical principles and procedures. (MN)

ED 231 945 CE 035 956

Apisi, Frederick Assad; And Others
Lowell Adult Diploma Program Manual.
Lowell Public Schools, Mass.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Achievement; Adult Education; *Credits; Educational Certificates; Equivalency Tests; *Experiential Learning; *High School Equivalency Programs; *Prior Learning; Public Schools; Skills; *Student Certification

This manual describes a program that recognizes and assesses all prior learning in academics as well as in life skills and recommends a variety of educational opportunities so that adult learners can prepare themselves to meet requirements for high school certification. Four major areas of the Lowell Adult Diploma Program (LADP) are reviewed: time of operation, eligibility, requirements for certification, and orientation and progression of candidates. Descriptions in terms of credits and requirements follow for each of three categories in which a candidate may receive credit in the LADP. The categories are academic, non-academic, and life skills. Other areas of the LADP operation are then considered: resources,

Faculty Development; *Handicap Identification; Job Placement; Parent Participation; Prevocational Education; Referral; Screening Tests; Secondary Education; Social Support Groups; *Special Education; Student Employment; Student Evaluation; *Student Placement; Student Records; *Vocational Education; Vocational Evaluation; Vocational Rehabilitation; Work Sample Tests
IDENTIFIERS- Experience Based Career Education; *Vocational Investigation and Placement Project

The objectives and activities are described of the Vocational Investigation and Placement (VIP) Project, a demonstration model providing new methods for identification, assessment, referral, education, and placement of handicapped students. An abstract overviews rationale, objectives, procedures, and expected contribution to developing marketable skills. Each of the 15 major objectives of the project is discussed in terms of five categories: need for the objective, summary of activities, data collection (a report of any significant statistics), conclusions, and recommendations. These project accomplishments are reported: development of an identification and screening instrument, development of a screening and referral process, implementation of a mass screening effort, development of a resource guide to service agencies, formation of a cooperative agreement between special education and vocational rehabilitation, development of a community-based learning program (occupational exploration), job placement assistance, further development and refinement of the Work Samples Evaluation Center, staff development, coordination of a records exchange process, prevocational education for handicapped students, development of a parent support group, integration of VIP project activities with existing programming, development of standardized prevocational assessment procedures, and development of publications. Dissemination activities are also summarized. (YLB)

ED 231 960 CE 036 326

Screening Process for Handicapped Students in Vocational and Secondary Schools. Vocational Investigation and Placement Demonstration Project.

Bonny Eagle High School, West Buxton, ME.

SPONS. AGENCY- Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education.; Maine State Dept. of Education, Augusta. Div. of Special Education.
PUB DATE- 82
LANGUAGE- English

*Employment Projections; Employment Qualifications; Labor Needs;
*Occupational Information; Postsecondary Education; Secondary
Education
IDENTIFIERS- *Career Information Systems; New Hampshire; *Vital
Information for Education and Work

This user guide is designed to assist students using the Vital Information for Education and Work (VIEW) manual. An introduction reviews the VIEW program, describes how to start a career exploration process, defines career exploration, and explains the kinds of information contained in the VIEW scripts (two-page job descriptions contained in the VIEW manual). The second section addresses use of the VIEW scripts. A sample user worksheet is provided, and reference is made to the other types of information provided in the appendixes to the VIEW manual. (YLB)

ED 231 974 CE 036 383

Education and Work. The Views of the Young.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
REPORT NO.- ISBN-92-64-12464-0
PUB DATE- 83
AVAILABLE FROM- OECD Publications and Information Center, 1750
Pennsylvania Ave., NW, Suite 1207, Washington, DC 20006-4582 ($9.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTIONS- *Adolescents; *Educational Attitudes; *Education Work
Relationship; *Employment; Foreign Countries; Postsecondary
Education; Secondary Education; Student Attitudes; Unemployment;
*Work Attitudes; Work Experience Programs; *Young Adults; Youth
Employment
IDENTIFIERS- Europe

Data on youth aged 14 to 25 in 15 countries were analyzed to clarify their views on their needs, expectations, and responsibilities in a changing society. The extent to which educational systems and practices should be modified in response to these demands was probed. Analysis showed young people are committed to family life; they value commitment to one's country; their goal in life is to live as they intend; most value education; and they view work as a normal and necessary part of adulthood. Analysis suggested that the relationship between youth, education, and other

ED 231 988 CE 036 420

Summarize a Lesson. Module C-11 of Category C--Instructional Execution. Professional Teacher Education Module Series. Second Edition.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-137-X
PUB DATE- 83
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Communication Skills; *Competency Based Teacher Education; Higher Education; Individualized Instruction; Job Skills; Learning Activities; Learning Modules; Secondary Education; Teacher Evaluation; *Teaching Skills; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Summarization

This module, one in a series of performance-based teacher education learning packages, focuses on a specific skill that vocational educators need in order to be successful in the area of instructional execution. The purpose of the module is to help educators identify the elements of a good lesson summary and gain the skills needed to present an interesting summary that helps ensure that the lesson objectives have been accomplished. Introductory material provides terminal and enabling objectives, prerequisites, a list of resources, and general information. The main portion of the module includes three learning experiences based on the enabling objectives. Each learning experience presents activities with information sheets, self checks, and checklists. Optional activities and feedback are provided. Completion of these three learning experiences should lead to achievement of the terminal objective through the fourth and final learning experience that provides for a teacher performance assessment by a resource person. An assessment form is included. (YLB)

reports were written and sent to the study participants. Data from the third year followup indicate that 64 percent of the former vocational students were still attending school and that 56 percent of them were employed 1 year after high school. Only 36 percent of these employed students, however, had jobs related to their field of vocational training. Despite the fact that females averaged 46 cents less per hour than did their male counterparts, they rated their vocational training more favorably than did the males surveyed. (Appendixes to this report include the two followup reports, correspondence sent to the study participants, and the survey questionnaires.) (MN)

ED 232 001 CE 036 437

Cardio-Pulmonary Function Testing. Continuing Education Curriculum for Respiratory Therapy.

Saint Paul Technical Vocational Inst., Minn.

SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

PUB DATE- 80

CONTRACT- 7-CD-80/MN-80-94-482-1-07-CD-133

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTIONS- Behavioral Objectives; Competence; Competency Based Education; Curriculum Guides; *Equipment; *Learning Activities; Medical Services; Postsecondary Education; *Units of Study; Vocational Education

IDENTIFIERS- *Cardiopulmonary Function Testing; *Respiratory Therapy

Compiled from interviews with personnel in pulmonary function testing (PFT) laboratories in the Minneapolis/St. Paul area, this competency-based curriculum guide is intended to provide a knowledge of PFT for persons who provide respiratory care. The guide contains 20 sections covering the following topics: vital capacity, flow measurements, spirometry, residual volume, arterial blood gases, diffusion testing (single breath and steady state), closing volume (delta nitrogen), flow-volume loops, volumes of isoflow, mechanics testing, p50 measurements, Fick cardiac output and respiratory quotient, VD/VT, oxygen and carbon dioxide response, occlusion pressures, computerization, methylcholine (allergen challenging), sleep apnea testing, and pulmonary stress testing. Each section contains objectives, a prespective on the procedure equipment and

PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (Order No. RD237--$4.25).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Academic Achievement; *Basic Skills; Comparative Analysis; Educational Benefits; *Educational Practices; *Educational Strategies; High School Students; Instructional Development; Literature Reviews; Nontraditional Education; *Outcomes of Education; Postsecondary Education; Program Development; Remedial Instruction; Search Strategies; Secondary Education; *Skill Development; Student Characteristics; Student Evaluation; *Vocational Education

A study examined current research on the proficiency of vocational students in basic skill areas and explored current practices for improving the basic skills of vocational students at the secondary and postsecondary levels. Based on current research, vocational students, on an average, seemed to be less proficient in basic skills than were their academic track counterparts and made smaller gains in proficiency during their high school years. In addition, it appeared that basic skill proficiencies were more strongly associated with school-related outcomes such as further schooling and higher grades than with employment-related outcomes such as job placement and wages. An analysis of the strategies and approaches used by vocational educators in providing instruction in basic skills revealed that such strategies are likely to use a combination of the following four approaches: (1) remediation, or a compensatory approach; (2) reinforcement, or a support-oriented approach; (3) alternative schools, or a total organizational approach; and (4) inservice training, or an instructional improvement approach. Because the research on basic skills and vocational students is not a rich literature, researchers need to focus more attention on improving the methodological adequacy of available research and on filling in substantive gaps in existing research. Search strategies and sample characteristics tables are appended. (MN)

ED 232 016 CE 036 467

Campbell-Thrane, Lucille; And Others
Building Basic Skills: Models for Implementation. Special

IDENTIFIERS- Military Curriculum Project

This coursebook and training manual for a secondary/postsecondary level course on boating safety comprises one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The purpose stated for the individualized, self-paced course is to establish policy and prescribe responsibilities and standards for the training of personnel assigned to boating safety law enforcement duties. The coursebook lists the reading assignments and objectives of each section. The training manual is divided into 19 chapters, each of which presents in detail laws and policies pertaining to the subject covered in that chapter. A chapter summary and/or a chapter quiz is provided for most of the chapters. The areas covered are boating safety; jurisdiction; motorboat laws and the Boat Safety Act of 1971; boarding boatcraft; documentation, licensing, numbering, and registration; legal requirements for boat operators; manufacturers' standards; rules of the road; negligent and grossly negligent operation; correction of an especially hazardous condition; boat examination techniques; preparation of Notice of Violation/Report of Boarding Form CG-4100; arrest; state boating safety programs; U.S. Coast Guard Auxiliary; boating accidents; regattas and marine parades; water pollution laws; and first aid. A glossary is appended. (YLB)

ED 232 030 CE 036 501

Knuti, David E.; Humphrey, Kathleen.

Job Training Partnership Act Participation Manual. Volume I. Organization & Planning.

Center for Local and Community Research, Berkeley, CA.

SPONS. AGENCY- Office of Community Services (DHHS), Washington, DC.

PUB DATE- 83

AVAILABLE FROM- Center for Local and Community Research, Inc., Hotel Claremont Bldg., Studio Level, Berkeley, CA 94705 (Vol. I--$45.00; Vol. II, Program Activities and Models--$ 75.00).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Affirmative Action; Agency Role; Career Education; •Community Organizations; Contracts; Economically Disadvantaged; •Employment Programs; Federal Aid; Federal Legislation; •Federal Programs; Minority Groups; •Participation; •Planning; Public

This pamphlet describes some of the employment opportunities available to older adults and discusses procedures for obtaining the training for, and actually beginning, a second career. Covered in the individual sections of the brochure are the following topics: characteristics and attitudes of older workers, long-range planning, employment services, conducting a job survey, preparing a resume, attending a job interview, job interview followup activities, small businesses, franchise businesses, retraining, and correspondence courses. An annotated list of career planning and job development resource materials concludes the pamphlet. (MN)

ED 232 044 CE 036 543

Development of a Competency-Based Education (CBE) Curriculum for Surviving Today's Experiences and Problems Successfully (STEPS). Part 1. Final Report.

Marshall Univ., Huntington, W. Va. Dept. of Home Economics.

SPONS. AGENCY- West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Vocabularies/Classifications (134)

DESCRIPTIONS- Behavioral Objectives; Career Awareness; Child Development; Child Rearing; Clothing; Competence; *Competency Based Education; *Consumer Education; *Coping; Daily Living Skills; Family Life Education; Food; *Home Economics Education; *Home Economics Skills; *Homemaking Skills; Home Management; Housing; Nutrition; Parenthood Education; Secondary Education; Textiles Instruction

IDENTIFIERS- *STEPS (Curriculum); West Virginia

This list of competencies and learner outcomes is the product of a 2-day meeting held to develop competencies for a new consumer and homemaking course for 9th and 10th grade students. Included in the list are competencies pertaining to the following program areas: responsibility and self-image, coping with today, family living and parenthood education, nutrition and foods, management, consumer education, child development, housing, and clothing and textiles. Each section contains parallel lists of concepts, competencies, and learner outcomes. (MN) all five areas by 80-90 percent of the employers/supervisors. Employers gave one aspect, work attitude, a consistently high rating. Almost 80 percent of the employers rated former vocational students as better prepared than coworkers. Neither supervisors' nor students' responses suggested that vocational education was less effective for females than males or more effective for one racial/ethnic group over another. The training and/or job performance of former students varied significantly by occupational training program, type of vocational school attended, and school attended. Students' responses were very positive and closely paralleled supervisors' ratings. (Appendixes, amounting to over one-half of the report, include forms and participants' comments.) (YLB)

ED 232 059 CE 036 595

Introduce a Lesson. Second Edition. Module C-10 of Category C-Instructional Execution. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

REPORT NO.- ISBN-0-89606-136-1
PUB DATE- 83
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Case Studies; Classroom Techniques; *Competency Based Teacher Education; Higher Education; Individualized Instruction; Job Skills; Learning Activities; Learning Modules; *Lesson Plans; Planning; Teacher Evaluation; *Teaching Methods; Teaching Skills; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Lesson Structure

This module, one in a series of performance-based teacher education learning packages, focuses on a specific skill that vocational educators need to be successful in the area of instructional execution. The purpose of the module is to help teachers identify the elements of a good lesson introduction and gain the skills needed to present an interesting introduction that will stimulate

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Age Differences; *Children; College Students; Comparative Analysis; Depression (Psychology); Emotional Disturbances; Higher Education; *High Risk Persons; *Research Methodology; Sex Differences; *Suicide
IDENTIFIERS- *Ideation

Despite the importance of suicide as a leading cause of death in the United States, there is a lack of empirical research regarding causes and associated factors. In order to explore an indirect research methodology which might have applicability to understanding children's suicide risk, 286 college students (173 females, 113 males) responded to stories about characters of different ages, naming three things each character might be thinking of doing. Data analyses indicated that the methodology was effective in eliciting responses which reflected suicidal ideation. Subjects projected suicidal ideation onto the characters based the characters' on age. Teenagers were seen as more likely to commit suicide than members of other age groups. Sex of character had no significant effect upon responses. Males and females appeared to view adverse circumstances differently, with females more likely than males to propose effective coping responses. Qualitative assessment of the responses indicated that, although nearly 60% of the characters were seen as considering suicide, less than 1% were seen as considering counseling or therapy. Sample stories about three male characters are appended. (Author/AG)

ED 232 073 CG 016 767

Caro, Francis G.
Measuring Attainment of Objectives in Non-Institutional Long Term Care.
Community Service Society of New York, N.Y.
SPONS. AGENCY- Health Care Financing Administration (DHEW), Washington, D.C.
PUB DATE- Nov 82
GRANT- HCFA-18-P-97462/2/01A1
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Evaluation Methods; *Family Programs; Family Role; Gerontology; *Home Programs; Models; Older Adults; *Organizational

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Campus Planning; *College Environment; *College Housing; College Students; *Dormitories; Extracurricular Activities; Group Experience; Higher Education; Resident Assistants; *Student Attitudes; *Student College Relationship; Student Interests
IDENTIFIERS- *Indiana University Bloomington

Evaluating university residence hall environments at the beginning of the academic year can be valuable for determining environmental strengths and weaknesses and for making appropriate changes to enhance the environment. To evaluate the residence hall environment at Indiana University at Bloomington, a sample of students living in residence halls (N=713) completed questionnaires and identified five items they felt strongly about, either positively or negatively. Statistical analyses revealed that: (1) residence hall personnel were perceived positively; (2) student government was viewed fairly positively; (3) residence hall programs were seen both positively and negatively, with recreational and social programming viewed the most positively, and academic programming (guest speakers, student faculty interaction, cultural programs) viewed somewhat negatively; (4) study conditions were seen as less than optimal; and (5) access to residence hall and university information was viewed positively. The survey instrument is appended. (WAS)

ED 232 087 CG 016 781

Crohn, Leslie
Consideration for Establishing a Positive Community Climate.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 82
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Citizen Participation; Community Change; *Community Development; *Community Involvement; Community Relations; *Community Role; Community Satisfaction; Life Satisfaction; *Quality of Life; *Social Environment; Social Indicators; State of the Art Reviews; Well Being

of between group differences in interventions and follow-up of families is in progress. The preliminary data challenge the assumption that divorce is always pathogenic for children. (Author/AG)

ED 232 102 CG 016 796

Contee, Jerome, A., Ed.

The National Training System: A Year of Transition. 1981-1982. Drug Program Report.

HCS, Inc., Potomac, Md.

SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

REPORT NO.- DHHS-ADM-82-1239

PUB DATE- 82

CONTRACT- NIDA-271-80-4807

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Accrediting Agencies; Annual Reports; *Drug Abuse; *Drug Education; Educational Quality; *Federal Programs; Program Development; *Program Effectiveness; *Regional Programs; Standards; Training

This report, the final publication of the Career Development Center (CDC), contains selected highlights of the transitional activities undertaken in 1981-82 by the CDC and the National Drug Abuse Center (NDAC). The theme of these activities has been "Capacity Building," defined as the ability of the states to continue and maintain the core of organizational capabilities necessary to maintain the quality substance abuse planning, training, and resource development programs formerly administered at the federal level by the National Training System components. Highlights of the activities of the four Regional Support Centers which phased out their operations in June 1982 are also included. The first section briefly reviews NDAC goals and programs, lists regional activity priorities, and reviews the American Indian Special Issues workshop; the centralized, training-of-trainer events; materials development; and the Network Strategy Task Force workshop. The contents of the National Guide to Educational Credit for Training Programs, and the annual evaluation and accreditation of educational programs dealing with drug abuse are detailed. Program highlights of the Western, the Central, the Southwest, and the Southeast Regional Support Centers are described in the final four sections, and focus on activities provided to each

Health Programs; *Peer Influence; *Peer Relationship; Physical Health; Secondary Education; *Smoking; *Social Reinforcement; Tobacco

This study attempted to identify factors associated with smoking onset among teens. It was hypothesized that initial cigarette smoking is largely prompted by peers, and that these prompts and subsequent social reinforcement may account for smoking participation. An in-depth structured interview investigating the first three smoking or smoking pressure experiences was conducted with 157 teens, including persistent experimental smokers (who smoked more than 10 cigarettes), minimal experimental smokers (who smoked less than 10 cigarettes), and nonsmokers. Analyses confirmed that prompting by peers is characteristic of a large majority of smoking onset situations. Initial situations are much more likely to involve others of the same sex. In roughly half of the incidents another young person was trying a cigarette for the first time. Persistent experimenters, when compared with minimal experimenters, were exposed to significantly more influences to smoke. These influences included modeling and social encouragement. Additional data suggested that persistent experimenters were more primed to smoke than minimal experimenters. For example, they had engaged in more premeditation, accepted offers to smoke with less hesitation, and inhaled more frequently. Also, pleasant emotional and physiological effects discriminated continuers from quitters. Non-smokers appeared to possess more effective response strategies to refuse cigarettes. The results indicate that smoking prevention programs should give special emphasis to preparing young people to deal with situations in which direct offers of cigarettes are made by peers. (Author/AG)

ED 232 117 CG 016 811

Thomas, Glenn R.; And Others

Florida CHOICES Counselor Manual, 1982-1983.

Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Adolescents; *Career Choice; *Career Counseling; Career Guidance; College Students; Computer Literacy; *Computer Oriented Programs; *Decision Making; Higher Education; Secondary Education

ED 232 131 CS 007 187

Bates, Gary W.
Designing Clinical Experiences in Reading Education: Current Program Options.
PUB DATE- 8 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Clinics; Graduate Study; Higher Education; Professional Services; Program Descriptions; *Reading Centers; Reading Instruction; *Reading Programs; *Reading Research; *School Surveys; Teacher Education

To ascertain the current state-of-the-art clinical experiences provided by colleges and universities granting graduate degrees in reading education, a seven-page survey form was mailed to all schools listed in "Graduate Programs and Faculty in Reading, 1981." Questions were designed to obtain information on the following topics: size of college, clients, source of client referrals, size of reading faculty, clinical staff, clinic facility, services provided, fees charged for services, evaluation of clinic services, materials and equipment, funding, advantages and disadvantages and future plans and advice. Responses indicated that 87* of the 242 schools provided clinical experiences within their reading education programs, although only 67* actually had a designated clinic facility in the university setting. Most of the programs offered diagnostic services for silent and oral reading proficiency, word recognition, study skills, spelling, general intellectual development, vision, general achievement, language development, perceptual functions, and hearing. When asked what advice they would offer to a reading department that was trying to establish a reading clinic as part of their program, respondents offered suggestions for funding, personnel, purpose, liaison, and facilities. (HOD)

ED 232 132 CS 007 190

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Decision Making; *Decision Making Skills; *English Curriculum; *English Instruction; Grade 9; Junior High Schools; Learning Activities; *Literature; *Writing Exercises

In order to incorporate the elements of personal decision making directly into a ninth grade English curriculum, the decision making lessons presented in this paper were written for literature commonly taught in junior high schools. The paper suggests activities for the following works: "Romeo and Juliet," "Flowers for Algernon," "The Martian Chronicles," "Bless the Beasts and the Children," "Anne Frank: The Diary of a Young Girl," and "The Miracle Worker." While there is some variety among the lessons presented, most involve writing assignments that are consistent with a ninth grade writing program. (HOD)

ED 232 148 CS 207 447

Montag, Elizabeth J.; Shaw, Warren
Business English: Curriculum Guide.
Wappingers Central School District 1, Wappingers Falls, N.Y.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Business English; Career Guidance; *Course Descriptions; Curriculum Guides; *Elective Courses; *English Curriculum; Grade 12; High Schools; Learning Activities; Teaching Methods

Intended as an English elective subject for senior high school students, this business English course guide provides students with the communication tools that can lead to success in the business world. Units cover the following topics: introduction to Business English (punctuation, grammar, spelling, vocabulary, and use of reference tools); reading, speech, listening, and writing enrichment; employment (opportunities, letters of application, resumes, application forms, and interviews); and culminating activities. Suggested teaching approaches discussed include group discussion, case studies, audiovisual materials, professionals in the field, role playing, and business-oriented application exercises. Each unit is arranged according to subject area, recommended time, objectives, suggested reading related to the unit, Communication (ACEJMC) about the teaching of ethics. A questionnaire was mailed to the 90 advertising programs listed in the 1983 edition of "Where Shall I Go to College to Study Advertising?" to determine where ethics was taught and whether the subject was covered specifically in a separate course or generally in several courses. Responses indicated that the accredited programs preferred teaching ethics in all courses, while departments of advertising tended toward offering a separate course. The consensus was that the "highly ethics related" areas in advertising courses centered around topics concerned with clients, effects on consumers (especially children), laws and regulations, and creative strategy, in terms of how benefits/claims were stated and products and services shown. The overall impression was that ethics was considered to be an important subject that was covered seriously by the majority of responding programs. How they covered ethics and how much time was devoted to the subject seemed to be where the differences occurred. Most respondents seemed to prefer to teach ethics as the subject became appropriate for the topic being discussed. Many respondents felt that ethics was a way of life that touched every part of advertising and that teaching it separately would make the course redundant. Others felt that control in teaching the subject was of primary importance and that teaching ethics should not be limited to the classroom. (HOD)

ED 232 163 CS 207 643

James, Beverly
The Frankfurt School: Critical Theory as the Negation of Culture.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cultural Influences; Industrialization; *Mass Media; Revolution; *Social Change; *Social Theories; *Technological Advancement
IDENTIFIERS- *Frankfurt School; Germany

In examining the Frankfurt School's critical theory of society in an effort to discover the theoretical basis for the school's inability to merge theory with praxis, this paper points out that the school's analysis of culture in the 1930s and 1940s presents a radical, penetrating critique of the role of mass communication in advanced industrialized Western societies. The first section of the

Industry; *Cable Television; Demography; *Measurement Techniques; *Research Methodology; *Television Research

Prompted by the belief that the noncomparative responses used in earlier studies did not provide accurate and objective measures of cable television subscriber preferences, a study was conducted to investigate subscriber preferences for new program services using a paired-comparison technique. Approximately 400 subscribers in a midwestern city were mailed brief descriptions of seven program services in the areas of sports, news, music, children's programing, cultural programing, classical films, and adult films. Following the descriptions were 21 pairs of services formed from the seven mentioned. Respondents were asked to select one service from each pair based on the descriptions and on any prior information they might have about the type of service. The results showed that preferences varied widely across demographic variables. The study suggests that the paired-comparison technique might be particulary helpful when used in conjunction with other preference measurement methods. (A copy of the questionnaire format is included.) (FL)

ED 232 179 CS 207 692

Moschis, George P.; Moore, Roy L.
A Longitudinal Study of Consumer Socialization.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Advertising; Attitudes; *Consumer Economics; *Consumer Education; Elementary Secondary Education; Family Role; *Influences; Knowledge Level; *Media Research; Peer Influence; Socialization; Television Viewing
IDENTIFIERS- *Consumer Skills

A study examined the effects of factors (including television, family, peers, age, and socioeconomic status) on consumer socialization, the process by which individuals develop consumption-related cognitions and behaviors. The specific criterion variables studied included consumer affairs knowledge, puffery filtering, consumer finance management, and brand preferences. Initial questionnaires were administered to 556 subjects in grades six through twelve, and a second wave of questionnaires was given to a subsample of 230 students 14 months later. The results indicated that the amount of television viewing was related positively to a symbol of a larger meaning: love, family, romance, motherhood, or hero worship. A can of Diet Pepsi is simply a soft drink, but in the hands of a creative television director, it can symbolize youth, beauty, and gaiety. It could also be said that television commercials act as metaphors. For example, the mother pouring out a particular breakfast cereal for her chidren may be seen as a metaphor for the love and security she provides. Commercials also rely on symbolism. A commercial for Cascade dishwasher detergent uses symbols throughout, and in some ways may synthesize the viewer's feelings for Christmas, since the most obvious symbol is the use of the colors red and green in the background and the clothing of the actors. Certain commercials concern themselves with myths, in much the same way that commercials use symbols: to communicate something about ourselves or our heritage, quickly and densely; consider the Marlboro Man as the embodiment of the myth of the West. Television commercials, then, can be seen as using symbols, myths, and metaphors to convey meanings of more than just a product. (HOD)

ED 232 195 CS 207 741

Chiteman, Michael D.
From Writing Lab to Interdisciplinary Academic Support Center: Cost-Effective Guidelines.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cost Effectiveness; *Educational Planning; Financial Support; Higher Education; *Learning Laboratories; *Program Development; *Staff Utilization; Tutorial Programs; Tutors; *Writing Instruction
IDENTIFIERS- *Writing Laboratories

The first step in an effort to expand a writing laboratory program calls for the director and the current staff to investigate the areas in which expansion is desirable and can feasibly occur. This can be done by asking students to identify disciplines in which they would use additional tutorial help, or by addressing the faculty, especially those teaching freshman and sophomore level courses. Once a selected and limited number of expansion areas has been determined, the director can undertake the task of staffing. To

Tchudi, Stephen N.; Tchudi, Susan J.
Teaching Writing in the Content Areas: Elementary School.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-3226-8
PUB DATE- 83
AVAILABLE FROM- National Education Association Professional Library, Academic Building, P.O. Box 509, West Haven, CT 06516 (Stock No. 3226-8-00, $4.95); National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801 (Stock No. 13141; $4.95 members, $5.95 nonmembers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Content Area Writing; *Curriculum Development; Elementary Education; Instructional Materials; *Integrated Activities; Language Arts; Teacher Role; Teaching Methods; Writing Evaluation; *Writing Exercises; *Writing Improvement; *Writing Instruction

The first in a series on content area writing instruction, this booklet is intended for elementary school teachers who have taught writing, but who want to move into content writing topics and for teachers who are novices at teaching writing but who think content writing instruction might be an important skill to teach their students. The three sections of the booklet demonstrate how content area instruction can be integrated into existing curricula, enhancing instruction rather than being a separate component. The first section offers some basic principles and procedures that show how to start content writing in the classroom. The second section offers specific model units and lessons. The third section, concerned with applications and extensions, shows teachers how to move beyond the sample lessons to develop specific materials for their own classrooms and incluue a discussion of evaluation and grading of content area writing. (HTH)

ED 232 212 CS 207 778

Tchudi, Stephen N.; Yates, Joanne
Teaching Writing in the Content Areas: Senior High School.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-3228-4
PUB DATE- 83
AVAILABLE FROM- National Education Association Professional Library,

Cohen, Marlene C.
An Overcoming Speech Anxiety Course for the Community.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Anxiety; Classroom Techniques; *Communication Apprehension; Communication Problems; *Community Services; Course Descriptions; *Noncredit Courses; Speech Communication; *Speech Instruction; Two Year Colleges

The community services department of an eastern community college offers a noncredit course called Overcoming Speech Anxiety. The students range from those who avoid conversation with most people to those who speak publicly often but with a great deal of discomfort. Their reasons for taking such a class suggest that most people suffer situational rather than general apprehension. Their fears fell into two predominant categories: fear of certain audiences and fear of speaking on certain topics. Generally, four types of approaches are used in the three two-hour class sessions: (1) creating a support group atmosphere; (2) employing relaxation exercises and systematic desensitization techniques; (3) improving confidence through cognitive restructuring; and (4) completing an abbreviated public speaking assignment. By the final class, most students state in written evaluations that they are less anxious because they better understand their anxieties. Making the course separate from the speech department--noncredit, not graded, and without a speech requirement--helps produce a relaxed atmosphere. The greatest advantage to such a course is the acknowledgement that learning to speak publicly and learning to feel confident in speaking publicly are different skills that need to be taught in different ways. The major disadvantage to teaching apprehension reduction in a course completely separate from any speech course is that there is no clear way to measure progress. (HTH)

ED 232 227 CS 504 277

O'Donnell, Victoria
How Films Function as Persuasion for the Mass Audience.
PUB DATE- 27 May 83
LANGUAGE- English

years, such systems have been developed by the school board associations of both Illinois and New York. Potential benefits include allowing the board and superintendent to deal with differences at times other than during a crisis and forcing both parties to plan for the future. School boards and superintendents should research their own needs and aims and describe the kind of relationship they want rather than prescribe what other school systems have already adopted. Only after several years of commitment should a final written plan be agreed upon. In three Illinois communities--Park Forest, Bellwood, and Highwood-Highland--superintendent evaluation has led to numerous changes in policy, including reexamination of the grading system, minimum competency testing of students, and a new superintendent job description. The efforts of these communities exemplify the growing trend to approach superintendent evaluation as part of a larger process of goal setting, planning, and systemwide assessment. (JBM)

ED 232 243 . EA 015 729

Faas, Larry A.
Characteristics and Stress Producing Factors in a Population of RIFFED Educators.
PUB DATE- 17 Feb 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Elementary Secondary Education; Profiles; Questionnaires; *Reduction in Force; *Stress Variables; *Teacher Attitudes; *Teacher Characteristics; Teacher Morale

In addition to a profile of, and open-ended responses from, 174 educators subject to reduction in force (RIF) and 273 educators who had not been RIFFED, this study presents findings from a questionnaire showing the level of stress produced over a 12-month period by 38 factors. A t-test determined the significance of the differences between the groups' mean scores for individual stress factors. The profile of RIFFED educators examined sex and age, level of academic preparation, teaching experience, number of times RIFFED and tenure status, type of educational employment, income and dependent status, second jobs held, post-RIF employment, date of rehire and assignment, and job satisfaction. The questionnaire showed major shifts in educators' concerns after being RIFFED: factors such as "paperwork" or "committee assignments" became less

ED 232 256 EA 015 803

McKenzie, Phillip
The Distribution of School Size: Some Cost Implications.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Cost Effectiveness; Educational Economics; Educational Finance; Efficiency; Elementary Secondary Education; *Enrollment; *Expenditure Per Student; Foreign Countries; Input Output Analysis; Mathematical Formulas; Operating Expenses; *Proof (Mathematics); Public Schools; Relocation; School Demography; *School District Spending; *School Size
IDENTIFIERS- Australia

The first part of this paper discusses two principal forms elaborated upon in previous literature for describing the relation between per pupil operating costs and school enrollment size. The first of these forms indicates that average per pupil costs decline up to a point as enrollment increases, reach a minimum, and then rise with further school enrollment size increases. The other major school cost-size relationship form indicates that average costs do not reach a minimum,, but rather decline at a decreasing rate as enrollments increase. The following two sections elaborate on the interaction between these forms, school enrollment size, and cost distribtuion characteristics. The second section focuses on the relation between school size distribution and marginal and variable (or total) costs. Next, the author provides a formal proof of the dispersion-costs relationship presented in terms of a U-shaped marginal costs curve that initially declines and then rises. The paper concludes with a discussion of the analysis policy implications, which include the need to monitor demographic factors likely to influence school enrollment size distribution, and to plan school facilities to respond flexibly to changing enrollment patterns. The paper includes illustrative references to studies of Australian public school systems. (JBM)

DESCRIPTIONS- Administrator Role; *Demonstration Programs; Elementary Secondary Education; Faculty Development; *Instructional Improvement; *Models; *Personnel Evaluation; *Program Implementation; School Effectiveness; Standards; Teacher Administrator Relationship; *Teacher Effectiveness; Teacher Evaluation; Teacher Workshops; Teaching Models; Teaching Skills
IDENTIFIERS- *Pittsburgh School District PA

Addressing the Pittsburgh public school system's need for staff evaluation, Pittsburgh's Research-Based Instructional Supervisory Model (PRISM) is an adaptation of Madeline Hunter's materials on effective teaching and Theodore Forte's synthesis of Hunter's materials in his "Workshop on Instructional Skills." While total PRISM implementation consists of three stages, PRISM stage 1's use of the Hunter/Forte model in an ongoing staff development program itself consists of two training stages. Following training stage 1's emphasis on presentation and discussion of the model's theory, stage 2 allows participants to see how the model can be applied in daily instruction. Initially, in 1981-82, 82 Pittsburgh public school principals, 55 instructional supervisors, and a small cadre of effective teachers received training. In 1982-83, other teachers were trained, so that by the end of the school year PRISM was disseminated as a performance evaluation standard throughout the system. PRISM 2 focuses on developing leadership skills required of principals and superintendents; PRISM 3 involves the establishment of teacher centers for secondary, elementary, and middle schools. Although PRISM 3 has yet to be implemented, PRISM 1 and 2 have met with a universally enthusiastic response. (JBM)

ED 232 271 EA 015 821

Goldsmith, Linda H.
Using Technology and Cooperative Planning to Offer Advanced Courses in Schools Facing Declining Enrollments.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Advanced Courses; Advanced Students; Audiovisual Instruction; *Cooperative Planning; Curriculum Problems; Declining Enrollment; *Demonstration Programs; *Educational Quality; Education Service Centers; Elementary Secondary Education; High Schools; Intermediate Grades; School Districts; Shared Services; *Telecourses

The perspective of the developing countries was emphasized throughout. This volume contains 20 papers presented at the conference. Educational inequality, educational expansion, and employment inequalities are examined in several areas: Yemen, Upper Volta, People's Republic of Benin, Ethiopia, Zanzibar, East Java, Cuba, Guatemala, Thailand, Vietnam, and Iran. Other papers examine the question from a more global or general perspective. This volume is a companion to another publication containing a report of the seminar, a synthesis of the discussions that took place, and a selection of five papers presented. (JM)

ED 232 284 EA 015 846

Caillods, F.; Heyman, S.
Intensive Training Course on Microplanning and School Mapping (Arusha, United Republic of Tanzania, March 8-26, 1982). Report.
Tanzanian Ministry of National Education, Dar-es-Salaam.; United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
PUB DATE- Mar 82
AVAILABLE FROM- Publications, International Institute for Educational Planning, 7-9 rue Eugene-Delacroix, 75016 Paris, FRANCE (Order No. E.30; Frs. 15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cartography; Developing Nations; Educational Diagnosis; Educationally Disadvantaged; Educational Opportunities; *Educational Planning; Educational Quality; Elementary Secondary Education; Equal Education; Foreign Countries; Human Geography; *Institutes (Training Programs); *Instructional Materials; *Resource Allocation; School Effectiveness; *Schools
IDENTIFIERS- Africa; *Tanzania

This manual contains documentation of a 3-week course conducted jointly in March 1982 by the Tanzanian Ministry of Education and the International Institute for Educational Planning on the subject of the school map (or micro-plan). Prepared at the regional or subregional level, the school map aims at equalizing educational opportunities and teaching conditions for pupils from different geographical zones. Teaching materials distributed to the course's 50 participants (42 Tanzanians and others from Zimbabwe, Zambia,

Creation Science in the Public Schools.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see EA 016 000.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Court Litigation; *Creationism; Elementary Secondary Education; Federal Courts; School Law; *Science Curriculum; Scientific Methodology; *State Church Separation; State Courts
IDENTIFIERS- Supreme Court

This chapter summarizes a number of cases in which the Supreme Court has dealt with the separation of church and state question presented by the First Amendment. These include an Arkansas statute that excluded Darwinian theory from the high school science curriculum. The Court declared the statute unconstitutional because the exclusion was religiously motivated. Other cases involved school prayer, circumstances under which the Bible could be used as part of the public school curriculum, and certain types of statutory state aid to nonpublic schools. The three tests the Supreme Court had developed in regard to the constitutionality of statutes involving church-state relations are: (1) the statute must have a secular legislative purpose, (2) its principal or primary effect must be one that neither advances nor inhibits religion, and (3) it must not foster an excessive government entanglement with religion. Three cases involving a balanced treatment for creation science and evolution science are summarized. After comparing and contrasting the cases, the author states that creation science can be taught in public schools if it is taught as a science and subjected to the scientific method. However, the creation-evolution, religion-science debate is not expected to end. (MLF)

ED 232 300 EA 016 004

Carter, David G., Sr.; And Others
Determining Causality by Inference: Use of Statistics in the Courtroom.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see EA 016 000.
LANGUAGE- English
Document Not Available from EDRS.

PUB DATE- 83
AVAILABLE FROM- Not available separately; see EA 016 000.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Bids; *Court Litigation; *Educational Facilities Improvement; Elementary Secondary Education; Federal Courts; *Labor Legislation; *School Construction; State Courts; *State Legislation; *Wages

This chapter presents an up-to-date analysis of prevailing state wage laws that affect educational facility construction or renovation and highlights relevant prevailing wage litigation in many states. Currently, 13 states have no prevailing wage laws for public works. The other 37 states and the District of Columbia do have prevailing wage laws for public works, but considerable inconsistency exists among the different statutes. The specific characteristics of some of these laws and the relevant court decisions are discussed. The analysis reveals that broadly-worded, vague guidelines subject themselves to the continual threat of a legal challenge; however, where state legislatures have enacted specific, nondiscriminatory prevailing wage rates, legal challenges and litigation are minimal. (MLF)

ED 232 317 EA 016 057

Bell, T. H.; And Others
Private Elementary and Secondary Education. Congressionally Mandated Study of School Finance. A Final Report to Congress from the Secretary of Education. Volume 2.
Department of Education, Washington, DC.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Catholic Schools; Court Litigation; *Educational Finance; Educational Vouchers; Elementary Secondary Education; Enrollment; Enrollment Trends; Federal Legislation; Government School Relationship; Parent Attitudes; *Parochial Schools; Private Education; *Private School Aid; *Private Schools; *Religious Education; School Choice; School Demography; State Church Separation; Tables (Data); Tax Credits; Tuition

The second of four final reports from the Department of Education's

with 10 infants and toddlers. Five of the children were functioning at 55-77* of their chronological age. These children were more mildly handicapped and were capable of performing the level 2 task without assistance (i.e, minimal positioning/adaptive equipment). The other five functioned from 6-15* of their chronological age. These children were multihandicapped, including severely motor and sensory impaired. They required a great deal of teaching and assistance to perform the task at level 2. The children appeared to understand the cause/effect relationship between the computer screen and activating a switch. It also appears that their response time can become adequate and consistent in a very short time period. It is concluded that when level 8 is reached, the child will be able to select from a variety of categories, which perhaps will provide the consistent control of the environment necessary for normal concept development. (SEW)

ED 232 331 EC 152 610

Kells, Patricia P.; And Others
Kansas Survey regarding Attrition of Special Education Personnel. Kansas Regent Institutions Special Project. Summary Report.
Kansas State Board of Regents, Topeka.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Administrator Attitudes; Competence; Higher Education; *Interprofessional Relationship; Job Satisfaction; *Parent Teacher Cooperation; Self Evaluation (Individuals); *Skill Analysis; *Special Education Teachers; Teacher Attitudes; Teacher Burnout; Teacher Education; *Teacher Persistence; Teamwork
IDENTIFIERS- *Kansas

Results of a 1982 survey to assess competencies that were developed for special education teachers in Kansas are presented. The 61 competencies covered the role of special education personnel with regular educators and the involvement of parents in the special education process. The objective of the competency-development project was to reduce the high attrition rate of special educators by improving preservice teacher education. Surveys were completed by 443 special education teachers and 57 administrators. The teachers maintaining a broad ecological perspective in assessment is emphasized. (CL)

ED 232 345 EC 152 625

Gray, William A.
Challenging the Gifted and Talented through Mentor-Assisted Enrichment Projects. Fastback 189.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
SPONS. AGENCY- Phi Delta Kappa, Orlando, FL. Greater Orlando Chapter.
REPORT NO.- ISBN-0-87367-189-9
PUB DATE- 83
AVAILABLE FROM- Phi Delta Kappa, Eighth Street Union Ave., Box 789, Bloomington, IN 47402 ($0.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Enrichment; *Gifted; Intermediate Grades; Limited English Speaking; *Mentors; Preservice Teacher Education; Program Descriptions; *Student Projects; *Talent
IDENTIFIERS- *Mentor Assisted Enrichment Project

The booklet describes an approach to serving gifted education in low cost enrichment experiences using preservice teachers as mentors. The Mentor-Assisted Enrichment Project (MAEP) at the University of British Columbia has served 105 native English speaking and 20 English as a Second Language students in grades 5 through 7. Students are nominated by teachers, parents, principals, or by themselves. The MAEP has four phases: proposing an enrichment project, agreeing on a final project plan, carrying out the project, and completing and presenting the project. Sample projects, including those on topics related to shoplifting, handicapped athletes, the aerodynamics of flight, sports management, careers in television, computers and their application, and stock market investment are described. The procedures and problems are illustrated. Among benefits of the MAEP cited are lack of expense, enhanced student social/emotional development, and experience in teaching for mentors. Future stress will be placed on identification of the gifted and talented. (CL)

record keeping, and staff. Appendixes include areas for credit, tests used, sample program forms, and specific duties and functions of staff. (YLB)

ED 231 946 CE 036 131

Parham, J. D.; And Others

In-Home Respite Care Program Development. Background. Coordinator's Manual. Training Manual.

Texas Tech Univ., Lubbock. Research and Training Center in Mental Retardation.

SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.; Texas Governor's Council on Developmental Disabilities, Austin.

PUB DATE- 82

AVAILABLE FROM- Research and Training Center in Mental Retardation, P.O. Box 4510, Lubbock, TX 79409 ($15.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- *Allied Health Occupations Education; Behavior Modification; *Developmental Disabilities; Family Programs; Financial Support; First Aid; Grantsmanship; *Home Health Aides; *Home Programs; Instructional Materials; Job Placement; Learning Activities; Legal Responsibility; Lesson Plans; Needs Assessment; Objectives; Postsecondary Education; Program Administration; Program Development; Program Evaluation; Program Implementation; Records (Forms); Recruitment; Referral; *Respite Care; Special Education

IDENTIFIERS- Drugs

This volume consists of a background discussion, coordinator's manual, and training manual dealing with developing programs for the in-home respite care (IHRC) of the developmentally disabled. Addressed in the background information unit are the nature of developmental disabilities; program variables, planning, and funding; and practical application in IHRC planning (legal issues, program planning and evaluation, grantsmanship, effective meetings, a respite care needs assessment survey, program costs and budgeting, and job descriptions and personnel interviewing). The program coordinator's manual deals with various steps in the IHRC program development process, including community resource evaluation, program philosophy, group presentations, establishing a communication system, fees, legal issues, recruiting respite care

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Disabilities; Faculty Development; *Handicap Identification; Inservice Teacher Education; Program Implementation; Referral; *Screening Tests; Secondary Education; Special Education; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- *Screening Procedures; Screening Programs; *Vocational Investigation and Placement Project

This publication is designed to assist secondary school and vocational personnel with the process of conducting initial and ongoing screening observations for the purpose of identifying students with a handicapping condition that presents a barrier to learning. Development of the screening process is overviewed. The discussion of the vocational student screening process that follows centers on the vocational student screening form intended for use by vocational instructors for detecting previously unnoticed handicapping conditions. Use of the form and its parts is described. A sample form is provided. Suggested steps in the referral procedure are listed. Implementation of the screening process is briefly outlined. Appendixes, amounting to over one-half of the publication, include special education handicapping condition definitions; a sample vocational student screening form; to ensure uniform interpretation of those items, tables illustrating various ways in which screening data can be compiled; and an inservice training plan for implementation of the screening process. (YLB)

ED 231 961 CE 036 327

Record Exchange Process. A Set of Records for Handicapped Students in Vocational Education. Vocational Investigation and Placement Demonstration Project.
Bonny Eagle High School, West Buxton, ME.
SPONS. AGENCY- Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education.; Maine State Dept. of Education, Augusta. Div. of Special Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Disabilities; *Individualized Education Programs; Prevocational Education; Secondary Education; Special Education;

life opportunities can be characterized by three main features: schooling is the single most common experience of youth, but it does not carry the same value for all; young people are quite critical of the education system, but they believe schooling is important; and social class and gender biases are widespread. Young people's perceptions of work and employment were positive, and they liked work-experience programs. Youth seemed to associate full-time employment with adulthood, and youth programs that prolong education were viewed as perpetuating the status of nonadult. (Policy making for youth in transition is discussed, and the project methodology is appended.) (YLB)

ED 231 975 CE 036 384

Competency-Based Curriculum for Word Processing.
Montgomery County Public Schools, Rockville, Md.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Business Education; Clerical Occupations; *Competence; Competency Based Education; Computer Oriented Programs; Curriculum Guides; Electronic Equipment; Evaluation Methods; Learning Activities; *Occupational Information; Office Machines; *Office Occupations Education; Postsecondary Education; Secondary Education; Teaching Methods; Units of Study; *Word Processing
IDENTIFIERS- Montgomery County Public Schools MD

This publication presents a method for organizing and managing a competency-based curriculum for word processing. The curriculum has been prepared to permit maximum flexibility and individualization of instruction and may be adapted to various classroom settings. The guide contains nine units. Each unit is in the format of student profiles with student competency sheets. The student profile contains a listing of the competencies to be attained for each unit of instruction, and the student competency sheet provides the student with the unit of study, the competency statement, the performance objective, learning activities, and criterion evaluation. The guide covers the following topics: overview, operations, office procedures, applications, filing and indexing, and career applications. (KC)

ED 231 989 CE 036 422

The Status of the NOICC/SOICC Network: September 30, 1980. NOICC Administrative Report No. 5.
National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- Apr 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adolescents; Adults; Annual Reports; Career Development; Career Education; Computer Oriented Programs; Cooperative Planning; Educational Resources; Information Dissemination; *Information Networks; Information Storage; *Information Systems; *Information Utilization; *Occupational Information; *Program Development; Program Implementation; Statewide Planning; *Youth Employment
IDENTIFIERS- *Occupational Information System

During Fiscal Year 1979-1980, the National Occupational Information Coordinating Committee (NOICC) and its network of state counterparts, State Occupational Information Coordinating Committees (SOICCs), made progress in carrying out their legislative mandates to develop and implement an occupational information system, to improve interagency communication and coordination, and to give special attention to the labor market information needs of youth. First, NOICC prepared a framework document that established the minimum parameters of the Occupational Information System (OIS) and defined the basic informational requirements and standards that the OIS must satisfy. In addition, a grant was awarded to train SOICC personnel, and many other start-up projects were designed and implemented. In order to increase interagency communication and coordination, NOICC participated in joint workshops and training sessions with the Veterans Administration, the Federal Trade Commission, the Bureau of Labor Statistics, the Department of Defense, and the Employment and Training Administration. NOICC also spent more than $3 million to support the labor market information needs of youth. Much of the money was spent to continue to develop the career information delivery systems in each state and to tie them to the national system. Grants were provided for various states to carry out projects in this area. Future directions for NOICC and its state units were planned to continue the work started during this fiscal year. (KC)

subject preparation, calculations, and self-checking questions. Answers to the questions are found at the back of the guide, along with normal test levels and references. (KC)

ED 232 002 CE 036 440

Tuim, Dean
Fiberglass Lamination Program. Course of Instruction for Adult and Post-Secondary Classes.
Pipestone County Area Vocational Technical Inst., MN.
SPONS. AGENCY- Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adult Education; Course Descriptions; Curriculum Guides; Learning Activities; *Manufacturing; Postsecondary Education; Safety; Student Evaluation; Trade and Industrial Education
IDENTIFIERS- *Fiberglass; *Laminating; Moldmaking

Seven courses of instruction are provided for a fiberglass lamination program for adult and postsecondary classes. The courses cover these areas: (1) mold preparation, (2) gelcoating, (3) fiberglass lamination, (4) stiffening, (5) popping, (6) grinding, and (7) mold making. Information provided at the beginning of each course consists of the following: a brief description, course length, educational objectives, division of the course (class and shop or lab time), outline of areas covered in class and shop or lab, lists of student objectives, student activities, and teacher activities to develop good student working habits. Other contents may include some or all of the following: a course outline on a daily basis (date, topic, activities, text assignments, methods and aids), an operation sheet for students (objective and activity), a job sheet (tools and equipment, materials, and procedures), a lesson plan, an information sheet, an evaluation (objectives, activity, and information), and a student achievement test. (YLB)

Publications Series No. 41.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (Order No. SN41--$5.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Basic Skills; Case Studies; Check Lists; Classroom Techniques; Competence; Delivery Systems; Educational Needs; Educational Planning; *Educational Practices; Educational Strategies; Fused Curriculum; Guidelines; *Instructional Development; Models; Problem Solving; Program Design; Program Development; *Program Implementation; School Districts; *Skill Development; Teaching Skills; *Vocational Education

This report, the third in a series of works dealing with improving vocational students' basic skill levels, uses a case study approach to examine the process at the local district level of selecting, planning, and implementing a basic skill delivery model. Presented first are an introductory discussion of the background and purpose of the report and an overview of the instructional delivery models described in the report. The case study of one district's implementation of a basic skills development model addresses the following topics: the population to be served by the model; the problem of basic skills deficiencies in vocational students' program planning and problem solving; program selection and development; a scenario for the integrated model of instruction (a model involving infusing basic skills instruction into vocational classes); a scenario for the nonintegrated model (a model calling for conducting basic skills instruction in a classroom setting separate from vocational training); and a scenario for the combination model (a blend of elements of the integrated and nonintegrated models). Concluding the report is a checklist for guiding decisions on selecting a basic skills model. A list of vocational teacher competencies necessary to assist students in improving their basic skills and a list of references and suggested readings are appended. (MN)

Agencies; Social Discrimination; State Aid
IDENTIFIERS- *Job Training Partnership Act 1982

Keyed specifically to the needs of community-based organizations (CBOs) and employment and training delivery agencies, this manual provides information on the Job Training Partnership Act (JTPA). Emphasis is placed on the problems of representation of CBOs in the planning process and on obtaining contracts to ensure operational roles under JTPA. Following an introduction and executive summary, chapter II summarizes the Act; discusses the major implications, problems, and policy issues growing from the act; highlights the process and substance of change from the Comprehensive Employment and Training Act; and identifies steps for community agencies to take to get started on JTPA participation. Chapter III thoroughly explains the federal-state structure from the funding organization and planning standpoint. A discussion of organization and planning at the local service delivery area is provided in chapter IV. The final chapter considers the nondiscrimination and affirmative action provisions that exist in JTPA and their usefulness in targeting employment opportunities and program services to women, minorities, handicapped persons, and senior citizens within the low-income population. (YLB)

ED 232 031 CE 036 505

Oregon Agriculture II Curriculum Guide.
Oregon State Univ., Corvallis. Dept. of Agricultural Education.
SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF08/PC44 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Agribusiness; *Agricultural Education; Agricultural Engineering; Agricultural Occupations; *Agricultural Production; Agronomy; Behavioral Objectives; Career Choice; Career Education; *Career Exploration; Course Descriptions; Curriculum Guides; Farm Accounts; Field Crops; Grade 10; High Schools; Horticulture; Job Skills; Learning Activities; Public Speaking; Recordkeeping; Soil Science; Student Organizations; Student Participation; Tests; Transparencies; *Vocational Education; Welding
IDENTIFIERS- Future Farmers of America

Developed as a guide for use by vocational agricultural teachers in preparing curriculum to meet local community/regional needs, this

ED 232 045 CE 036 557

Development of Virginia Vocational Health Occupations Teacher Education Project (Year II). Final Report, July 1982-June 1983.

Virginia Commonwealth Univ., Richmond. School of Education.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

PUB DATE- 30 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Allied Health Occupations Education; Competence; *Competency Based Education; *Curriculum Development; Educational Needs; Field Tests; Higher Education; *Inservice Teacher Education; Models; Postsecondary Education; *Preservice Teacher Education; Professional Continuing Education; *Program Development; State Curriculum Guides
IDENTIFIERS- Virginia

The purpose of this 2-year project was to develop, and begin implementation of, a comprehensive health occupations teacher education program including preservice, inservice, new teacher orientation, and continuing education components for the State of Virginia. During the second year of the project, the goals were (1) to continue the work of the project by coordinating the various human resources available in both health service and education areas, (2) to complete a research study to assess and identify the essential competencies required by a beginning health occupations teacher, (3) to conceptualize the four models, and (4) to field test components of each model. These goals were met during the project year. The project demonstrated that the processes used were workable and practical. Because of the competency-based concepts used, the models may be implemented, totally or partially, at other institutions of higher learning (in addition to Virginia Commonwealth University where they were tested). Responses from health occupations teachers who participated in the field-testing indicated that the project goals and accomplishments were much needed, were directed specifically to those needs, and were of immediate value. Continued support by the Virginia Department of Education and university administrators was recommended so that this work may continue. (Author/KC) student interest in the lesson that is to follow. Introductory material provides terminal and enabling objectives, prerequisites, a list of resources, and general information. The main portion of the module includes three learning experiences based on the enabling objectives. Each learning experience presents activities with information sheets, case studies, checklists, learning activities, and/or self-checks and self-check answers. Optional activities are provided. Completion of these three learning experiences should lead to achievement of the terminal objective through the fourth and final learning experience, which provides for a teacher performance assessment by a resource person. An assessment form is included. (YLB)

ED 232 060 CE 036 759

Wegmann, Robert G.

Reemployment Assistance for Laid-Off Workers. Information Series No. 258.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 83

CONTRACT- 400-81-0035

AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (Order No. IN258).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTIONS- Career Counseling; Coping; *Employment Opportunities; Employment Patterns; *Employment Services; Job Applicants; *Job Layoff; *Job Search Methods; *Labor Market; Psychological Needs; Retraining

IDENTIFIERS- *Displaced Workers; Stress (Biological)

This paper is intended to help those in a position to provide workers who are displaced by layoffs or plant shutdowns with assistance in adjusting to unemployment and finding new employment. The first section presents a summary of the transformation of the American labor market, showing the effects of economic and technological changes on the number and nature of available jobs.

Objectives; *Program Effectiveness
IDENTIFIERS- *Long Term Care

Several conventional approaches to conceptualization and the measurement of objectives in publicly funded, long-term home care for the non-institutionalized elderly are reviewed critically. The formulation of objectives which focus on immediate, desired consequences of services, and lend themselves to behavioral measurement, is proposed. The quality of circumstances measurement approach to non-institutional, long-term care is introduced with two objectives: to provide adequate solutions to problems of daily living; and to reduce unreasonable caregiving burdens experienced by involved informal supports. Instruments designed to measure the degree to which these objectives are attained are described. The use of these instruments in a large, federally funded study of the impact of home services on the functionally disabled elderly in New York City is reported. (Author/AG)

ED 232 074 CG 016 768

Safran, Daniel, Ed.
Home-School Alliances: Approaches to Increasing Parent Involvement in Children's Learning in Upper Elementary and Junior High Schools (Grades 4-9). Proceedings of the NIE Conference on Home-School Alliances (Washington, DC, October 5-7, 1980).
Office of Educational Research and Improvement (ED), Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 80
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adolescents; Children; Cooperation; *Family School Relationship; Home Instruction; Intermediate Grades; Junior High Schools; *Parent Participation; Parent Role; *Parent School Relationship; Program Descriptions

This report is a transcript of presentations from the 1980 Conference on Home-School Alliances, defined as specific coordination strategies between home and school, and developed to further the social and academic development of children and youths. Following the preface, brief overview of the purpose and nature of the conference, and the introductory speeches, five local home-school alliance programs are described: the Peralta Year Round School, Oakland, California (a public alternative elementary

This paper presents a synthesis of a national literature search on community climate and quality of life. Its primary focus is on community development as it affects people, i.e., their relationships and interactions with each other and with institutions. The document addresses five major topics: Section I provides definitions of terms and concepts used to discuss positive climate and quality of life. Section II reviews factors associated with positive community climates, including categories of behavior which contribute to a positive climate, current values and priorities, predictions of future changes, population forecasts, and leisure time. Section III provides a definition of quality of life and summarizes research concerning social indicators (factors such as culture, education, health, and legal justice), which are used to measure quality of life. Section IV explores the concept of a responsive community, primarily in terms of citizen participation, and describes four kinds of citizen participation programs: councils, special task forces, independent community groups, and voluntary neighborhood groups. Section V presents suggestions for creating a more positive community climate, and reviews operating community programs which illustrate the use of these suggestions. (Author/WAS)

ED 232 088 CG 016 782

Glimps, Blanche E.
Selected Resources in the Areas of Adolescent Sexuality and Teenage Pregnancy.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Adolescents; Annotated Bibliographies; Contraception; Dropout Rate; *Early Parenthood; Marital Instability; Parent Role; *Pregnancy; *Pregnant Students; Secondary Education; *Sexuality; Youth Problems

This annotated bibliography of resources is suggested for use by school guidance counselors, health educators, teachers, and school nurses who provide supportive counseling and education to teenagers. It includes a general review of some of the problems associated with adolescent pregnancy and childbirth, and presents a list of selected books, articles, documents, brochures, pamphlets, and media resources. These are listed alphabetically by author and include the publisher and a description of the content for most references.

of the states in each region during the 1981-82 year. (WAS)

ED 232 103 CG 016 797

Courtenay, Bradley C.; And Others
Building a Data Based Model for Senior Adult Basic Education.
Georgia Univ., Athens. Center for Continuing Education.
SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTIONS- Access to Education; *Adult Basic Education; *Curriculum Development; Curriculum Research; *Educational Needs; Educational Planning; *Enrollment Influences; *Older Adults; Participation; Relevance (Education); Student Educational Objectives

Research shows that developing a curriculum model for senior adult education requires consideration of at least four important factors: (1) the heterogeneous nature of the senior adult population; (2) their specific information and interest needs; (3) the specific nature of the learning activities; and (4) the specific barriers and facilitators pertinent to this population. In order to respond to these considerations with a databased curriculum, adults (N=505), aged 60 and over (432 of these were participants in AoA funded nutrition sites in Georgia), responded to an 85-item interviewer-administered questionnaire assessing their educational needs and interests in the areas of health, social services, economics, social and cultural activities, government and law, and personal development. Results showed that a dislike of being out at night was the top ranked barrier to enrolling in adult basic education. The information from the survey was used to develop a teacher's instructional manual based on the top ranked topics, which includes resource and reference information, and add-on units for the more advanced learner. This databased curriculum development model can be useful for others constructing a senior adult basic education curriculum. (Tables detailing the study results, and the table of contents for the teacher's manual are included.) (MCF)

IDENTIFIERS- *CHOICES (Program); *Computer Assisted Counseling

This manual is intended to acquaint counselors with CHOICES, a computer-assisted career information program. Following an overview of the CHOICES system, and a brief discussion of the usefulness of the program for counselors, the three-step CHOICES process is presented: Step 1, the Initial Interview (pre- CHOICES), involves determining student suitability, introducing the student to CHOICES, and preparing the student to use the guidebook and the guidesheet; Step 2, The Terminal, calls for reviewing the guidesheet and using the terminal; Step 3, the Third Interview (post-CHOICES), involves discussing the printout and developing the follow-up plan. Directions for using the CHOICES routes or strategies to access the information, are explained including explore, specific, compare, relate, job bank, and education file. Career information topics covered in CHOICES are also described including interests, aptitudes, temperaments, education level, working conditions, future outlook, earnings, hours of work/travel, physical demands and activities, indoor/outdoor, career fields, and training required. Sections which deal with using the terminal, sources of CHOICES information, and practical considerations in using CHOICES are also included. A final section presents ideas for career center counseling materials and organizational tips recommended by Florida career counselors. The appendices contain a conversion table from GATB raw scores to CHOICES aptitude levels, a Florida State Employment Services Job Bank map, and a glossary. (MCF)

ED 232 118 CG 016 812

Problems of Runaway Youth. Hearing before the Subcommittee on Juvenile Justice of the Committee on the Judiciary. United States Senate, Ninety-Seventh Congress, Second Session on Problems of and Services Provided for Runaway and Homeless Youth, Focusing on Support to State and Local Governments and Nonprofit Agencies for the Development of Community-Based Programs.

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

REPORT NO.- Senate-J-97-131

PUB DATE- 22 Jul 82

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTIONS- Adolescents; Block Grants; Community Programs; *Delinquency; Economic Status; Family Problems; Family Relationship;

Gordon, Christine J.; Pearson, P. David
The Effects of Instruction in Metacomprehension and Inferencing on Children's Comprehension Abilities. Technical Report No. 277.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 83
CONTRACT- 400-76-0116
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Aptitude; *Cognitive Processes; Grade 5; Intermediate Grades; Learning Processes; *Prior Learning; Reading Achievement; *Reading Comprehension; *Reading Research; Schemata (Cognition); *Teaching Methods
IDENTIFIERS- *Inferences; Metacomprehension

To evaluate different strategies for improving students' comprehension skills, particularly their inference ability, 42 fifth grade students identified as good or average readers were placed into one of three groups for an eight-week instructional period. Students in one group, the Content and Structure group, received systematic attention, story after story, to the importance of invoking background knowledge appropriate for story understanding and to eliciting an integrated understanding of the story in terms of salient components within a story grammar. The students in the second group, the Inference Awareness group, received treatment in which the process of drawing inferences from text and evaluating their plausibility was made explicit. Students in the third group, a placebo control group, participated in language activities unrelated to inferences. Results indicated that both experimental treatments were beneficial to students who, on one preexperimental measure or another, exhibited high aptitude for reading. The net result of the eight weeks of training was to show increasing gains as a direct function of how well students were already performing. Conversely, for students who performed relatively poorly on comprehension tasks prior to the experiment, the control group was either more or equally as beneficial. (FL)

ED 232 133 CS 007 198

Johnston, Peter; And Others
The Congruence of Classroom and Remedial Reading Instruction.
PUB DATE- Jun 83

skills, suggested activities, and evaluation. The guide concludes with a bibliography and a listing of filmstrips and additional readings. (HOD)

ED 232 149 CS 207 489

Strickland, James
New Directions in Rhetorical Invention.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Processes; Elementary Education; *Futures (of Society); *Heuristics; Neurological Organization; Prewriting; Research Needs; *Writing Processes; *Writing Research
IDENTIFIERS- *Invention (Rhetorical)

Invention is a dynamic, recursive process influenced by the rhetorical situation of audience and purpose, the writer's long-term memory, and the text which has already been produced at any given moment. Most heuristics are concerned with the generation of ideas, that is, content oriented. However, the relationship of form-oriented planning to the generation of ideas needs to be explored. The general form that a writer selects for a piece of writing exerts a powerful force not only on shaping what has been generated, but also on causing further generation. Our understanding of rhetorical invention has been enhanced by neurological research which has investigated cognitive mapping, neural excitation, and synapse jumps. Future studies of rhetorical invention will make use of protocol studies and videotaping techniques, furthering our knowledge of what good writers actually do, and seem to be headed toward an increased use of cross-breeding to generate questions for heuristic systems. In addition, there will be an increased interest in understanding the cognitive basis behind the practical heuristics, and in using heuristics in the classroom. (HOD)

ED 232 150 CS 207 494

paper provides a discussion of the context in which the school emerged. This is followed by an examination of the school's theory of society, including implied theories of human nature, history, social research, and communication. The last section offers conclusions as to the relationship between aspects of the social theory and the school's ultimate failure to initiate radical social change. (HOD)

ED 232 164 CS 207 644

Grunig, James E.
Organizations, Environments, and Models of Public Relations.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Institutional Environment; *Management Systems;
*Models; *Organizational Communication; *Organizations (Groups);
*Public Relations; Research Methodology; *Theories

Noting that little theory has been developed to explain how and why organizations choose to manage public relations, this paper argues that theorists cannot improve the practice of public relations until they can explain what public relations is and what it contributes to the functions of an organization. The paper addresses that issue by continuing a research program begun in a 1976 issue of "Journalism Monographs," in which the relationship between two kinds of organizations, the "problem solving" and the "fatalistic," and two kinds of public relations, diachronic and synchronic, were analyzed. The paper enlarges that dichotomous theory to include four models of public relations: (1) the press agency/publicity, (2) public information, (3) two-way asymmetric, and (4) two-way symmetric models. It then develops two typologies of organizations based upon their product/service and political/regulatory environments to explain the types of organizations that use each of the models. The paper conceptualizes the four models based upon public relations history, then presents four indices to measure the models, along with the results of a reliability analysis of the indices. In conclusion, the paper presents the results of case studies of 16 organizations in which interviewers measured the public relations models and related them to organizations and environmental variables. (The questionnaire used in the case studies is appended.) (Author/FL) adolescents' discontent with the consumption process and with their attitudes toward the marketplace. It was negatively related to puffery filtering. The family appeared to play a relatively minor role in the development of consumer skills. Peer communication about consumption was associated positively with consumer discontent. The more money the youths had available, the more likely they were to expect to purchase major items in the near future. Upper class adolescents were more likely than their lower class counterparts to be able to filter puffery in advertising, as were first born youths. Age was positively associated with brand preference, ability to manage consumer finances, and level of consumer affairs knowledge. (HTH)

ED 232 180 CS 207 696

Sohn, Ardyth B.
A Panel Study of Women Newspaper Managers: Their Goals and Achievement Orientation.
PUB DATE- 8 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Administrators; *Aspiration; Career Awareness; *Career Choice; *Employed Women; *Females; *Job Satisfaction; Managerial Occupations; Newspapers; Occupational Aspiration

A study of women newspaper managers was conducted to learn how clear women are about the professional progress they hope to achieve and to find out what kinds of personal factors might be limiting their efforts. The 59 subjects, participants at management training sessions, were screened for qualifications, future aspirations, and past accomplishments. Most of the subjects were editorial managers with college degrees, in a mid-level management job which they had held for two years or less. Over half of the women were single, with 25% never having been married. In addition, 71% were childless. These latter demographics establish that for most women the affiliatory responsibilities of marriage and children were not diverting factors. Although 66% felt they had made sacrifices for the job, only 7% resented making them. Of the 77 individual sacrifices listed, most dealt with affiliatory needs or responsibilities, particularly failed or undeveloped relationships. Most stated their career goals in terms of the job they would like to be holding in five years, usually two levels above their current

provide tutors in a cost-effective manner, the first place a director should look is to the faculty itself. One possibility is to grant a faculty member a course reduction for a specified number of hours as a tutor. Student internships provide another cost-effective measure. Similar to any internship, the student would be granted academic credits for serving as a tutor in his or her major field. Another avenue for providing upper level students as tutors is to search for outside funding to pay outstanding seniors an hourly wage. Financial support can come from grants, fund-raising projects, or local businesses. Directors should keep in mind, however, that the moment a writing lab commits itself to expanded services, the director's responsibilities escalate. Consequently, the director's position must become a full-time position within the center. (HOD)

ED 232 196 CS 207 742

Meredith, William
Reasons for Poetry & The Reason for Criticism. Two Lectures Delivered at the Library of Congress on May 7, 1979, and May 5, 1980.
Library of Congress, Washington, D.C.
REPORT NO.- ISBN-0-8444-0390-3
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Literary Criticism; *Literature Appreciation; *Poetry; *Poets
IDENTIFIERS- Audience Response

In "The Reason for Poetry," the first of two lectures contained in this booklet, the poet William Meredith argues for a more generous definition of poetry. To move away from the narrow appreciation of poetry as "what I like," Meredith suggests that readers must shift their focus from their own expectations on reading a poem to an understanding of the poet's intentions. He describes the three roles the poet can assume as: dissident--trying to create a ritual for effecting change; apologist--possibly focusing on errors or imperfections in society and human nature, but implying an underlying acceptance of the model; and solitary--establishing intense, though limited, agreement with the reader as individual to individual. Far from being definitive, he argues, these descriptions merely awaken the reader to the infinity of intentions one can allow the poet. He concludes that it is in being generous with the poet

Academic Building, P.O. Box 509, West Haven, CT 06516 (Stock No. 3228-4-00, $5.95); National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801 (Stock No. 21160; $5.95 members, $6.95 nonmembers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Content Area Writing; *Curriculum Development; High Schools; Instructional Materials; *Integrated Activities; Teacher Role; Teaching Methods; Writing Evaluation; *Writing Exercises; *Writing Improvement; *Writing Instruction

The third in a series on content area writing instruction, this booklet is intended for high school teachers who have taught writing, but who want to move into content writing topics and for teachers who are novices at teaching writing but who think content writing instruction might be an important skill to teach their students. The three sections of the booklet demonstrate how content area instruction can be integrated into existing curricula, enhancing instruction rather than being a separate component. The first section offers some basic principles and procedures that show how to start content writing in the classroom. The second section offers specific model units and lessons. The third section, concerned with applications and extensions, shows teachers how to move beyond the sample lessons to develop specific materials for their own classrooms and includes a discussion of evaluation and grading of content area writing. (HTH)

ED 232 213 CS 207 779

Tchudi, Stephen N.; Huerta, Margie C.
Teaching Writing in the Content Areas: Middle School/Junior High.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-3227-7
PUB DATE- 83
AVAILABLE FROM- National Education Association Professional Library, Academic Building, P.O. Box 509, West Haven, CT 06516 (Stock No. 3227-7-00, $4.95); National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801 (Stock No. 31573; $4.95 members, $5.95 nonmembers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Attitudes; *Cultural Influences; *Emotional Response; *Film Production; *Films; *Mass Media Effects; *Social Values; Violence
IDENTIFIERS- *Audience Response

Reaching millions of people weekly, film is possibly the most persuasive of all media today. Its success is due to the combination of the filmmakers' shrewd audience analysis and audience techniques with the medium's ability to involve viewers intellectually, emotionally, and even physically in the vivid images on the screen. Once a major means of socializing European and Asian immigrants, commercial films today still encourage consumer socialization, sparking audience demand for both goods seen during movies and spin-off items such as toys and T-shirts, sold afterward. Although usually supporting accepted social values--the pain caused by the father's absence in "E.T.," for example, reaffirms the importance of family unity--films at times contradict widely held attitudes. The psychological imbalance created by such a contradiction forces viewers to clarify their own positions. More than attitudes, movies influence behavior, encouraging viewers to model their actions after sympathetic film characters. Recent studies, for example, suggest that rationalized film violence, especially when performed by characters with whom the audience can identify, increases aggressive behavior in viewers. Further research on the impact of such an influential medium is needed. (MM)

ED 232 228 CS 504 278

Williams, M. Lee; Meredith, Vick
An Analysis of Information Needs and Satisfaction of Expectant Mothers.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication Research; Health Needs; *Information Needs; *Interpersonal Communication; *Physician Patient Relationship; *Pregnancy
IDENTIFIERS- *Expectant Mothers; Patient Care

A study examined the types and amounts of information expectant stressful than "lack of job security" or "lack of control over own life/future." The open-ended responses revealed educators' feelings of being dehumanized, undervalued, and unappreciated. The study urges those responsible for issuing RIF notices to be aware of the personal-professional effect the notices have on recipients. Tables provide a list of major emphases in 19 articles on RIFs (listed in the bibliography) and a ranking of the 38 stress factors. (PB)

ED 232 244 EA 015 785

Firestone, William A.; And Others
Shopping for Assistance: A Boundary Spanning Role for Administrators.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Administrator Characteristics; *Administrator Role; Change Strategies; Elementary Secondary Education; Improvement Programs; Inservice Teacher Education; *Professional Services; *Professional Training; *School Administration; Tables (Data)
IDENTIFIERS- New Jersey; Pennsylvania

Based on interviews of 68 key administrators, a survey questionnaire given to 345 principals and districtwide administrators, and a shortened questionnaire given to 177 teachers in 68 New Jersey and Pennsylvania school districts in 1981, this study examines how educators seek assistance to strengthen educational programs and promote change. Answers to research questions suggest: (1) assistance seeking is primarily an administrative task; (2) assistance seeking involves about as many internal contacts as external ones; (3) administrators select about equally from the available assistance agencies; (4) administrators contact specific assistance agencies in different content areas (including administration, organization, and finance; special student groups; and evaluation and needs assessment) about equally; (5) administrators seem generally quite discerning in their searches; and (6) a profile based on six independent variables (including education, experience, and position) suggests that assistance seekers tend to be central office staff. Further research should address such issues as why administrators seek assistance and the role of the district office staff. Two tables provide data on the frequency of assistance seeking and the characteristics of

ED 232 257 EA 015 804

Gregory, Thomas B.; Smith, Gerald R.
Differences between Alternative and Conventional Schools in Meeting Students' Needs.
PUB DATE- 11 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Analysis; Educational Environment; *Nontraditional Education; *School Effectiveness; School Security; School Surveys; Secondary Education; Self Actualization; Self Concept; Social Environment; *Student Needs; *Student Reaction; Student School Relationship; Student Teacher Relationship; *Teacher Response; *Traditional Schools
IDENTIFIERS- *Statements About Schools Inventory

This study employed the authors' previously developed Statements about Schools Inventory (SAS) to assess how well 14 alternative and 11 conventional high schools were meeting the needs of their students. Pairs of alternative and conventional schools studied were located in 11 communities in 10 states. Results of both student and teacher responses indicated that alternative schools were clearly superior in meeting students' needs in three of four areas: social, esteem, and self-actualization. Only security was rated higher for conventional schools, and the differences in this area were not statistically significant. Alternative school students held significantly higher expectations of their schools, but also described significantly higher levels of satisfaction than did conventional school students. Four tables and four graphs display considerable overlap between students' and teachers' scores within each of the two types of schools as well as a high degree of homogeneity within each of the four respondent groups. The authors conclude by indicating that while such factors as free choice and smaller school size probably contribute to the generally superior climate of alternative schools, the results of their study suggest that the concept itself deserves more serious attention than it has thus far received. (JBM)

ED 232 258 EA 015 805

IDENTIFIERS- *Kalamazoo Public Schools MI; *Kent Intermediate School District MI

This paper discusses recent efforts in the state of Michigan to maintain diverse, high quality course offerings in the face of declining enrollments. Following a brainstorming session to come up with ways for providing opportunities in such endangered subject areas as advanced languages, mathematics, and science, a Kent (Michigan) Intermediate School District special committee attempted unsuccessfully in 1981-82 to institute a county-wide pilot program course in calculus-physics that required students to leave their home schools. Subsequently, the committee developed a TV course, "Calculus via Telecommunications," which was made available for the 1983-84 school year to all 25 area high schools. Another project, designed by the Kalamazoo (Michigan) Association for the Talented and Gifted to provide an accelerated math and verbal program for gifted sixth, seventh, and eighth grade students, addresses the problem of declining enrollment by gathering selected students together once a week for courses housed on the Kalamazoo College campus. Appendixes include the Kent Intermediate School District's announcement/outline of its "Calculus via Telecommunications" course and percentile tables of nationwide mathematics test results. (JBM)

ED 232 272 EA 015 822

Administration of the School District Budget. 1983 Edition. School Business Administration Publication No. 7.

California State Dept. of Education, Sacramento.

PUB DATE- 83

AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($3.00; California residents add sales tax).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- *Boards of Education; *Budgeting; Educational Finance; Elementary Secondary Education; Evaluation; *Governance; *Guidelines; Long Range Planning; Occupational Information; Policy Formation; Records (Forms); School Accounting; *School Administration; *School Business Officials; School Personnel

IDENTIFIERS- *California (North)

Chapter 1 of this manual for school district officials, board members, and students of school administration introduces

Botswana, Ethiopia, Somalia, and Uganda) consisted of 3 basic components: lecture/discussions, practical exercises, and national/regional project presentations. The bulk of the present document reproduces the contents of the teaching materials for the course's 13 lectures, which cover such topics as the planning of literacy and post-literacy programs in Tanzania, the use of demographic data for school enrollment analysis, and procedures for generalizing the school map. Appendixes include the training conference's closing speech by the Tanzania Minister of Education, names and addresses of course participants, and a copy of the course evaluation questionnaire. (JBM)

ED 232 285 EA 015 855

The Affirmative Action Plan for the NEA. Fourth Edition .
National Education Association, Washington, D.C.
PUB DATE- 83
AVAILABLE FROM- NEA Distribution Center, Saw Mill Road, P.O. Box 509, West Haven, CT 06516 (NEA Stock No. 1357-3-20; $2.00; orders totalling less than $10.00 must be prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Affirmative Action; Disabilities; Employed Women; Employment Level; *Employment Practices; *Equal Opportunities (Jobs); Guidelines; Minority Groups; Objectives; Personnel Selection; Quotas
IDENTIFIERS- *National Education Association

This fourth revision of the Affirmative Action Plan (AAP) of the National Education Association (NEA) outlines NEA policy and regulations and incorporates quantitative information on current NEA employment levels and hiring goals for women and minorities. A brief policy statement is followed by a review of objectives, including the general objectives of employing minorities in percentages at least equal to their representation in the labor forces from which NEA seeks applicants, and employing disabled persons whenever possible. A responsibility assignment section states that all members of NEA management staff share the responsibility for AAP implementation and details the specific responsibilities of the director of employee relations for administering, monitoring, and assessing management compliance. Current utilization percentages of

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Court Litigation; Equal Opportunities (Jobs); Federal Courts; Racial Discrimination; *Research Methodology; *Social Science Research; State Courts; Statistical Bias

As a result of the growing use of social science research and statistics in the legal process, a number of interest groups have sought an understanding of how these factors affect the outcome of judicial decisions. In this chapter, the authors present a historical overview of the judicial use of social science research and statistical data. The first section, discussing the extent social science has influenced or had a role in judicial decision-making, reviews court cases outside the field of education where social science data have received consideration. The second section concerns the evaluation of the use of statistics in the courtroom; such use has generally been limited to either demographic or comparative analyses. Demographic statistical comparisons relying on the "disparate impact" theory have been used in discrimination litigation. Statistical comparisons have been used to argue against company hiring and promotion criteria. The final section concerns the place statistics will play in the future in shaping judicial decisions and discusses areas where care must be taken to ensure against faulty conclusions. Judges are cautioned that lawyers must determine what is relevant in litigation, but scientists should determine what of the relevant is reliably known. (MLF)

ED 232 301 EA 016 005

Mawdsley, Ralph D.; Permuth, Steven
The Right of the State to Control Church-Related Schools.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see EA 016 000.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Court Litigation; Elementary Secondary Education; Federal Courts; *Government Role; *Government School Relationship; Parent Rights; Parent School Relationship; *Religious Education; *Religious Factors; School Attendance Legislation; School Law; *State Church Separation; State Courts

Declaring that the relationship between states and church-related

School Finance Project presents information relevant to the subject of federal financial support to private school students and parents. An executive summary is followed by the introduction and the organizational outline of the report. Chapter 2 draws on information from existing data collections and surveys to provide a synthesis of the current literature on trends in private school enrollments and costs, state relationships with private schools, and federal assistance for private school children. Chapter 3 identifies and describes the major aid proposals considered in recent years and reviews important arguments on both sides of the issue of aid for families with children in private schools. Chapter 4 presents the results of a survey of approximately 1,200 households with school-age children on factors associated with current parental choice of public and private schools. Chapter 5 examines the experiences of British Columbia, Australia, and the Netherlands in financing private education and explains how the experiences of these countries are relevant to U.S. policymakers. A bibliography and appendixes on the methodology and related concerns of the household survey conclude the report. (MLF)

EC

ED 232 318 EC 151 941

State Implementation Grant for Preschool Handicapped Children. Final Report.

North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Annual Reports; Delivery Systems; *Disabilities; Incidence; Needs Assessment; *Preschool Education; *State Programs; *State Surveys; *Statewide Planning; Teacher Education
IDENTIFIERS- *North Carolina

Second year activities of a 2-year North Carolina State

provided three ratings/responses for each competency statement: (1) the importance of each competency to job satisfaction and effective functioning as a special educator; (2) their perception of their own strength in skill as defined in the competency statement; and (3) whether they had received any training in the competency, and the nature of the training. Administrators rated the importance of the competency and the degree to which they perceived teachers to possess each competency. They also indicated whether they thought their staff had received preservice or inservice training related to each competency. Additional information on teacher characteristics, background, and teacher settings was obtained. (SEW)

ED 232 332 EC 152 611

Kells, Patricia P.; And Others
Study of Competencies Related to Stress Management and Ecological Concerns of Special Education Personnel. Kansas Regent Institutions Special Project. Summary Report.
Kansas State Board of Regents, Topeka.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Adjustment (to Environment); Classroom Environment; *Competence; *Disabilities; Higher Education; Interpersonal Communication; Physical Health; Program Evaluation; *Skill Analysis; *Special Education Teachers; *Stress Variables; Teacher Attitudes; Teacher Burnout; Teacher Evaluation; *Teacher Morale; Teaching Conditions; Time Management
IDENTIFIERS- *Kansas

Results of an assessment of 50 ecological and stress management competencies that were developed as part of a Kansas project to improve retention of special education personnel are presented in narrative and data sections. Ecological considerations include those that contribute to job success, such as job challenge and community atmosphere, while stress management factors include relaxation, nutrition, time management, and interpersonal communication. Twenty-three individuals who were knowledgeable in these areas rated the importance of competency and indicated what type of training would be appropriate for each competency. In addition to rating each

ED 232 346 EC 152 626

Foster, Herbert L., Ed.
The Forum. Volume 8, Numbers 1-4, Spring, Summer, Fall, Winter 1982.
Council for Exceptional Children, Buffalo. New York State Federation of Chapters.
PUB DATE- 82
AVAILABLE FROM- The Forum, 582 Baldy Hall, SUNY/Buffalo, Amherst, NY.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Delinquency; *Disabilities; Elementary Secondary Education; *Postsecondary Education; *Severe Disabilities; Special Education; *State Programs; Vocational Education
IDENTIFIERS- New York

The four volumes of the journal focus on themes of New York state's services for youth, postsecondary institutions, and handicapped students; current special education concerns and practices in New York state; and issues related to the education of severely and profoundly handicapped students. The first of these journals "New York State Division for Youth -- An Overview: Servicing Youth in New York State," summarizes state programs for delinquency prevention, runaways, and young juvenile offenders. Related topics include community based vs. residential placement and a cross systems approach to removing status offenders from family court. The second journal, "Postsecondary Institutions and the Handicapped," includes articles on implications for students with epilepsy, learning disabilities, vocal handicaps, and deaf students. "New York Speaks -- Current Concerns and Practices," the third journal, addresses current issues in terms of the relationship between special and regular education, special educators' awareness of child abuse, and occupational-vocational training programs for exceptional students. The final volume, "Education of the Severely and Profoundly Handicapped," touches upon such topics as siblings, independent living services, behavioral contract systems, computer technology, and communication therapy. (CL)

ED 232 347 EC 152 627

Norsen, Barbara G.; Wick, Christine

providers, recruiting consumer families, matching consumer families and providers, program administration, and followup. Covered in the training manual are general guidelines and suggestions, training program goals, planning the training sessions, observational guidelines, and the content of the training sessions (an overview of developmental disabilities; care provider and consumer family interview exercises; first aid and cardiopulmonary resuscitation; and information and exercises focused on seizures, medications, behavior modification, and program administration). Various handouts and forms are also provided. (MN)

ED 231 947 CE 036 133

The Impacts of Robotics on the Workforce and Workplace.
Carnegie-Mellon Univ., Pittsburgh, Pa.
PUB DATE- 14 Jun 81
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Adults; Coal; Educational Needs; Employment Projections; *Futures (of Society); Industrial Personnel; *Industry; Job Training; Labor Needs; Mining; Printing; Retraining; *Technological Advancement; *Technology; Unions
IDENTIFIERS- *Robotics; Robots

Based on a 15-week student project, this paper surveys the impact of current and expected future robotics technology on the workplace and workers. The monograph is organized into seven chapters. The first chapter introduces the issues of robotics and of social displacement as a result of anticipated growth in the use of industrial robots. In the second chapter, results of a study conducted by the students are reported. The study asked executives of major industries how they were using robots currently and how they planned to increase their use in the future. Technological changes in coal mining and newspaper printing are profiled in the third chapter. In chapter 4, technological changes caused by the introduction of robotics into industry in general are discussed. The fifth chapter examines the capabilities of robots for performing various types of manufacturing jobs; tasks are analyzed in industries such as metalworking, and estimates are made of the number and types of jobs that robots could do. The last two chapters of the monograph discuss short-term transitional issues and human resource policies in the change to a robotic society. Issues such as the role of unions and retraining for displaced workers are included

Student Evaluation; *Student Records; *Vocational Education; *Vocational Evaluation
IDENTIFIERS- *Vocational Investigation and Placement Project

A process is illustrated for cooperative sharing by sending schools and vocational centers pertinent records and information concerning the strengths, weaknesses, learning styles, and special needs of students who are sent to vocational center programs. Need for a record exchange process is discussed, with particular attention given to the importance of prevocational information. The sequence of the record exchange process is outlined. Four forms that are elements of the record exchange process are then provided: the Prevocational Performance Record, the Prevocational Assessment Report, the Vocational Education Plan for the Individualized Education Program, and the Progress Report. (YLB)

ED 231 962 CE 036 328

Graffam, Molly; Bagley, Keith
Community Based Learning. Adaptation for Handicapped Students. Vocational Investigation and Placement Demonstration Project.
Bonny Eagle High School, West Buxton, ME.
SPONS. AGENCY- Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education.; Maine State Dept. of Education, Augusta. Div. of Special Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Career Education; *Career Exploration; Community Resources; *Disabilities; *Experiential Learning; Faculty Development; Models; Program Descriptions; Referral; Secondary Education; Special Education; *Vocational Education
IDENTIFIERS- *Vocational Investigation and Placement Project

Community-based learning (CBL) is a prevocational program that provides opportunities for career exploration. This publication outlines the particular adaptations that need to be made to the original CBL model to meet the needs of handicapped students. A flow chart of the CBL process and a CBL program overview are provided. CBL is then discussed as part of the total educational program for handicapped students. Staff development is considered, as are these topics regarding community resource development: selecting resource persons, orienting and analyzing resource sites, and developing the

ED 231 976 CE 036 585

Federal Job Training: A Comparison of Public and Private Sector Performance. Report to the Chairman, Subcommittee on Employment and Productivity, Committee on Labor and Human Resources, United States Senate.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/IPE-83-5
PUB DATE- 9 May 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Adolescents; Disadvantaged Youth; *Employment Programs; *Federal Programs; Federal Regulation; Governance; Job Placement; *Job Training; *Program Effectiveness; Young Adults
IDENTIFIERS- *Comprehensive Services Program; Job Training Partnership Act 1982; *Private Sector Initiative Programs

The U.S. General Accounting Office (GAO) compared the former Comprehensive Employment and Training Act (CETA) Private Sector Initiative Program (PSIP) with the traditional Comprehensive Services Program (Title IIB) in terms of participants, services, and outcomes in order to provide baseline data for the supervision of the Job Training Partnership Act. To do this, GAO reviewed and analyzed U.S. Department of Labor records and those of local private industry councils (PICs) and prime sponsors at a random sample of 10 sites in one region and at other sites in different parts of the country. The study found that PICs were composed of about 60 percent representatives of businesses, especially large manufacturing firms, and that the PSIP program placed a larger proportion of participants in more successful training modes than did the older, more traditional program. The PSIP also served a less-disadvantaged clientele than the other programs, that is, older persons with more years of education, than did Title IIB. A greater proportion of PSIP participants found employment after leaving the program than did Title IIB participants, especially in unsubsidized placement. GAO's findings do not point out a superiority of one program over the other; rather, they show that different types of participants may alter the types of training needed and the outcomes. The researchers conclude that, in administering the Job Training Partnership Act, allowance should be made for in-school groups, separate from the overall group, and separate performance criteria should be set for the two groups. (YLB)

ED 231 990 CE 036 423

Kaplan, Roberta
The Status of the NOICC/SOICC Network, September 30, 1982. NOICC Administrative Report No. 7.
National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adolescents; Adults; Annual Reports; *Career Development; Career Education; Computer Oriented Programs; Educational Resources; *Information Dissemination; *Information Networks; Information Storage; *Information Systems; Information Utilization; Job Search Methods; *Labor Needs; Labor Supply; *Occupational Information; Program Implementation; Statewide Planning
IDENTIFIERS- *Occupational Information System

In 1982, the National Occupational Information Coordinating Committee (NOICC) and its network of state counterparts, State Occupational Information Coordinating Committees (SOICCs), made significant progress in carrying out their legislative mandates despite funding constraints. Committees were operating in all states, each with a director or coordinator to oversee its daily activities. In the area of Occupational Information System (OIS) developments, NOICC produced major technical tools for improving the database of the OIS, such as the third edition of "Vocational Preparation and Occupations" and a technical guide, "Guide to Forming Units of Analysis." Work also began on a crosscode to match military occupations with their civilian equivalents, and NOICC funded two projects to help states produce estimates and projections of employment demands. In the area of information for program planning, some type of supply/demand analyses was made available or was near completion in 45 states, and efforts were expanded to help vocational educators to understand and use occupational information. Through various efforts in 1982, the network helped provide career information to thousands of persons, especially the young, and NOICC continued to support the development of statewide career information delivery systems (CIDS). In addition to involvement with CIDS and counselor training activities, state committees contributed to the publication of job search booklets, occupational briefs, and career information newspapers and magazines. Finally, during the year, the network continued its efforts to improve communication and coordination among producers and users of occupational information through activities such as the NOICC/SOICC Information Service. A comprehensive directory was published. (KC)

ED 232 003 CE 036 446

Johnson, Dale H., Ed.
Retail Meat Cutting I. Apprentice Meat Cutter Related Training. Revised.
Dakota County Area Vocational Technical Inst., Rosemount, MN.
SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Apprenticeships; *Distributive Education; Food Stores; *Meat; Merchandising; *Occupational Home Economics; Postsecondary Education; *Retailing; Salesmanship
IDENTIFIERS- *Meat Cutters

Intended as a first-year curriculum for apprentice meat cutters, this text focuses on retail meat cutting. Topics covered in the 24 chapters are background and purpose of apprenticeship, job preparation, general layout of the meat department, operational procedures, beef structure and evaluation, retail cuts and cooking methods, beef forequarter: cutting and merchandising for retail, beef hindquarter: cutting and merchandising for retail, lamb: cutting and merchandising for retail, veal: cutting and merchandising for retail, poultry: cutting and merchandising for retail, merchandising homemade sausage, seafood, frozen foods, salesmanship, service case operation, self-service case operation, conversion of out-of-code fresh meat products, pricing meats, and commercial bribery. Each chapter is divided into three general parts: an introduction that sets forth the major topics and main objectives, the informative material, and a chapter summary. Tests for each chapter and answer keys are attached. (YLB)

ED 232 004 CE 036 447

Bollom, Marv
Units of Curriculum in Small Business. The First Edition 1980 Project. Instructor's Manual.
Red Wing Area Vocational Technical Inst., MN.
SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul. Div. of

ED 232 017 CE 036 468

Gutteridge, Thomas G.
Linking Career Development and Human Resource Planning.
PUB DATE- 20 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adults; *Career Development; Career Education; Employment Projections; *Human Resources; Labor Force Development; Models; *Organizational Development; *Planning
IDENTIFIERS- *Resource Management

When organizations integrate their career development and human resources planning activities into a comprehensive whole, it is the exception rather than the rule. One reason for the frequent dichotomy between career development and human resource planning is the failure to recognize that they are complements rather than synonyms or substitutes. Both are subelements of a broader human resources management system. They may use some of the same tools and techniques, although they are designed to fulfill different objectives. Human resource planning is intended to identify and provide ways to fulfill the organization's aggregate employment needs. Career development focuses on the development of individual employees and the match between individual career interests and needs with specific institutional career opportunities. Their integration can occur in two ways. First, employee career plans can provide input in forecasting anticipated internal supply. Second, the personnel action plans are an input to the career management process where they should be integrated with employee goals in establishing specific individual/organizational career activities. (Some integration approaches are listed.) (YLB)

ED 232 018 CE 036 470

Heathcote, Gay; And Others
Curriculum Styles and Strategies. A Review of Styles and Strategies of Curriculum Innovation in Secondary (and Higher) Education and Their Relevance and Applicability to Further Education. A Project Report.
Keele Univ. (England). Inst. of Education.

package provides materials for a course on production agriculture and agribusiness occupations. The purpose of the course is to provide 10th grade students with fundamental concepts and skills necessary to explore agricultural occupations, develop job skills, and refine career choices. Supplementary materials include early planning considerations (required and optional materials to be ordered and their sources). Fourteen units are included in this curriculum: orientation, fencing, soils, animal nutrition, public speaking, record books, parliamentary procedure, advanced ferrous welding, preventive maintenance, cereal and forage crops, horticulture, livestock skills, livestock selection review (option unit) and horses and horsemanship (option unit). The orientation unit contains a calendar for the course. Each unit may include some or all of the following components: instructor's guide (unit goal, source of materials, available resource materials, and teaching suggestions), list of unit objectives, student activities, list of teaching aids, suggestions for interest approach, list of references, terms and definitions, teaching outline, informative material, narrative for transparencies, transparency masters, handouts, instructor's manual for slide sets, assignment sheets, answers to assignment sheets, sample quizzes and/or unit tests, and answer keys. (YLB)

ED 232 032 CE 036 507

Barker, Ellen; And Others
Food Service Worker.
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 83
AVAILABLE FROM- Curriculum and Instructional Materials Center, 1515 West Sixth St., Stillwater, OK 74074.
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Allied Health Occupations Education; Behavioral Objectives; *Cleaning; Communication Skills; Competency Based Education; Cooking Instruction; Curriculum Guides; *Dietetics; Dietitians; Equipment Utilization; *Food Handling Facilities; *Food Service; Housekeepers; Human Relations; Hygiene; Learning Activities; Nutrition; *Occupational Home Economics; Postsecondary Education; Safety; Sanitation; Tests; Transparencies; Units of Study

ED 232 046 CE 036 559

Agricultural Processing and Marketing. Final Report.
James Madison Univ., Harrisonburg, Va.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
PUB DATE- 15 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Agricultural Education; Articulation (Education); Behavioral Objectives; Competence; *Competency Based Education; *Crop Processing Occupations; *Curriculum Development; Instructional Materials; *Marketing; *Material Development; Recordkeeping; Secondary Education; State Curriculum Guides; Vocational Education
IDENTIFIERS- Virginia

A vocational guidance project was conducted in Virginia to identify a valid list of tasks/competencies for three levels of agricultural processing and marketing (AG-PAM) courses for secondary students. These competencies were then to be presented in a competency-based instructional resource guide for such courses. The project developers followed these steps: (1) contacted local school vocational administrators where AG-PAM is taught in order to establish sound communication and cooperation; (2) researched existing curriculum development efforts; (3) formed a committee with representatives from local agricultural businesses; (4) identified, sequenced, and determined the levels of difficulty of competencies for AG-PAM; (5) arranged competencies into logical teaching units and courses and developed course outlines; (6) constructed performance objectives, developmental competencies, and criterion-referenced tests; (7) listed appropriate learning activities, tools and materials, reference materials, and audiovisual materials needed for each competency or performance objective; (8) developed a format for a competency recordkeeping system; (9) developed an instructional management system; and (10) prepared a competency-based instructional resource guide for agricultural processing and marketing that is ready for review and processing by the Virginia Department of Education. It was concluded that contracting with a curriculum specialist to work cooperatively with an advisory committee is a practical approach to competency-based curriculum development and that this procedure should be used to develop additional curriculum materials. (KC)

The psychological and physical impact of unemployment and underemployment on displaced workers is also described. Next, a synthesis of current information about ways of adjusting to the changing labor market is provided. Emphasizing the provision of effective job-search assistance, this section covers job choice and career counseling and compares the effectiveness of methods of gathering information about employment opportunities, including want ads, the public employment service, employment agencies, friends, relatives, acquaintances, and direct contact with employers. Then, specific strategies for training in job-seeking skills, such as using the telephone, completing applications, and interviewing, are described. The importance of a structured and supervised group job-search program is discussed. The paper concludes with a description of a reemployment center that might be set up to help workers displaced by massive layoffs or shutdowns. An extensive reference list is provided. (SK)

ED 232 061 CE 036 760

Nadler, Leonard
Human Resource Development: The Perspective of Business and Industry. Information Series No. 259.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-81-0035
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (Order No. IN259).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Career Development; *Educational Cooperation; Human Resources; *Job Performance; Job Training; Postsecondary Education; *Professional Education; *Professional Training; *School Business Relationship
IDENTIFIERS- *Human Resource Development

This paper seeks to describe and analyze human resource development (HRD) from the perspective of business and industry and to identify school); the Home Curriculum Program, Detroit, Michigan (emphasizing reading improvement); the Parents Can Be Tutors Program, Miami, Florida (serving children whose parents have limited English speaking ability); the Home-School Basic Skills Program, Arlington, Virginia (assisting black children to meet state competency requirements); and the Bilingual Training Institute for Parents, San Antonio, Texas (serving Spanish speaking or bilingual families). A third section presents descriptions of federal programs: the Basic Skills Improvement Program; the Emergency School Aid Program; Title VII Bilingual Education programs; Office of Special Education programs; and the Federal Parent Involvement study. A panel discussion of the program presentations focusing on implications, reports from small group discussions on issues pertinent to home-school alliances, and a discussion of issues and perspectives concerning the development of home-school alliance programs are also included. The four appendices contain information on salient features of local programs, comments from local program directors, a list of conference participants, and the conference agenda. (WAS)

ED 232 075 CG 016 769

Taber, Merlin A.

The Social Context of Helping: A Review of the Literature on Alternative Care for the Physically and Mentally Handicapped. Studies in Social Change Series.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
REPORT NO.- DHHS-ADM-80-842
PUB DATE- 80
CONTRACT- 278-76-0030(SM)
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Helping Relationship; Innovation; *Mental Disorders; Mental Retardation; *Physical Disabilities; *Program Development; *Program Effectiveness; Social Agencies; Social Attitudes; *Social Environment; Social Values; *Therapeutic Environment

This document reviews literature from 1966 to 1976 concerning alternative social contexts (social settings rather than physical settings) for helping the physically and mentally handicapped. The introduction discusses the focus of the review, the relevance of the

Topics include teenage pregnancy and adolescent parenthood, family planning, government costs, consequences of early pregnancy, childrearing, health, ethical and legal issues, marriage, physiology, and contraception. (JAC)

ED 232 089 CG 016 783

Kochalka, James; And Others
Structured Enrichment: Training and Implementation with Paraprofessionals.
PUB DATE- 14 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Counseling Effectiveness; *Counseling Techniques; *Family Counseling; *Marriage Counseling; Mental Health Programs; *Paraprofessional Personnel; Pilot Projects; Program Descriptions; Supervisory Methods; Training Methods; *Volunteer Training

This paper describes a pilot project designed to provide a training and implementation program for volunteer, paraprofessional facilitators of a marriage and family intervention method known as Structured Enrichment. The intervention, which was designed to teach couples and families to negotiate specific problem issues in their relationships, is described. The rationale for the training project, which involved the collaborative efforts of a graduate family psychology program and a private community counseling center, is discussed. The format (six consecutive weekly sessions of 1 hour and 30 minutes each) and consecutive weekly sessions of 1 hour and 30 minutes each) and contents of the training program are outlined, including the setting, the personnel, and the training procedures for volunteer leaders. The selection of enrichers (facilitators) is discussed, and a description of the three couples and one family who participated as program clients is provided. Supervision of the paraprofessionals is described in a two-tier format: trainer/volunteer meetings ("enrichers" met with trainers and trainers then met with the project supervisor), and comparison of clients' pre-test/post-test scores. Clients' and therapists' reactions to the program are described, and suggestions for improving future programs are noted. (JAC)

ED 232 104 CG 016 798

Morrison, Jack R.
Insomnia among Adolescents: Implications for Counselors.
PUB DATE- 1 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Adolescents; Behavior Modification; *Counseling Techniques; Fatigue (Biology); *Habit Formation; Learning Processes; Literature Reviews; Relaxation Training; Self Esteem; Sleep
IDENTIFIERS- *Insomnia; Self Management

Adolescent underachievers may be, in fact, victims of insomnia or other types of sleep disorders. Insomnia is a greatly overlooked affliction that affects approximately 13% of the adolescent population, creating daytime side-effects that could impair intellectual functioning, such as imposing learning constraints. Poor sleepers among the adolescent population tend to describe themselves in negative terms and have poor self-images. Most sleep disorders among adolescents have behavioral causes. Behavioral self-management techniques have proved valuable in alleviating the problem. Self-management techniques attempt to teach the person the skills needed to solve current sleep problems as well as future problems, should they arise. Insomnia, the same as sleep, is viewed as a habit; as such, it can be treated with techniques other than the sleeping pill. Early intervention is necessary; parents can identify whether the adolescent has a sleep disorder or not. School personnel, particularly counselors and school psychologists, should be aware of this disorder when counseling adolescent clients. Insomnia is an affliction that can be overcome in a relatively short, safe and healthy manner. If left untreated, adolescent insomniacs usually become adult insomniacs. (Author)

ED 232 105 CG 016 799

Long, James S.
A Dilemma about Homemakers' Involvement in Developing Public Policies That Affect the Family.
PUB DATE- Oct 82

Federal Legislation; *Federal State Relationship; *Financial Needs; Hearings; Program Effectiveness; *Runaways; Secondary Education; Sexual Abuse; Youth Problems; *Youth Programs
IDENTIFIERS- Congress 97th; *Runaway and Homeless Youth Act 1974

These hearings, focusing on financial support for community-based programs dealing with problems of runaway and homeless youths, explore the scope of the problem, types of activities which are being undertaken, and paths for future action. Testimony and prepared statements are presented by several witnesses including a commissioner of the Administration for Children, Youth, and Families; a detective of the District of Columbia police force; an assistant professor of law; a writer and researcher; the executive director of The Bridge over Troubled Waters Boston; the director of Youth-in Action, Chester, Pennsylvania; and the executive director of the Youth Network Council, Chicago. Testimony includes information about block grant funding, the National Program for Runaway and Homeless Youth, a statement of the status and accomplishments of centers funded under the Runaway and Homeless Youth Act, the sexual exploitation of children, anecdotal material concerning runaway and homeless children, and considerations of funding for programs. An appendix contains testimony of the coordinator of the Youth Services Alliance of Pennsylvania, and the executive director of Huckleberry House, Columbus, Ohio. (AG)

ED 232 119 CG 016 813

Old and Young: Generations at the Crossroads. Hearing before the Select Committee on Aging. House of Representatives, Ninety-Seventh Congress, Second Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-97-361
PUB DATE- 8 Sep 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Adolescents; *Age Differences; *Developmental Stages; Extended Family; *Family Relationship; *Generation Gap; *Grandparents; Hearings; Interpersonal Relationship; Older Adults
IDENTIFIERS- Congress 97th

These hearings explore the gap between young and old and ways to bridge that gap. Statements from each of the eight members of the committee focus on the relationship between youths and older adults,

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; *Congruence (Psychology); Core Curriculum; Elementary Secondary Education; Interviews; *Reading Instruction; *Reading Research; Remedial Instruction; *Remedial Reading; *Student Reaction; *Teacher Response

Thirty classroom teachers, 19 reading teachers, 33 students, and 13 supervisors were interviewed in a study to gather information concerning the degree of congruence that exists in the instruction provided during core curriculum reading instruction and compensatory reading instruction. The interviews consisted of open-ended questions that addressed various aspects of classroom and remedial reading programs. The data indicated a full range of contrasts and a frequent lack of congruence between the regular class and remedial class settings. There was also a lack of awareness of many teachers about the materials that the child was working with in the other instructional setting. The students' comments tended to reflect a lack of awareness of the purpose of the activities in which they were required to participate. It was also found that student-teacher dyads and teacher-teacher dyads showed considerable disagreement on certain information. Children's perceptions of what they spent the most time doing often differed considerably from what their teachers perceived. The children noted more time on workbooks or worksheets, whereas the teachers noted more time on silent reading and other activities. It was also interesting to note that those supervisors who felt that their preferred instructional situations did not exist in their school ascribed this problem to teacher personalities. (HOD)

ED 232 134 CS 007 199

Veatch, Jeannette
The Alternative to Progressive Education and Mastery Learning Practices.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Class Organization; Elementary Secondary Education; *Learning Processes; *Learning Theories; *Open Education; Reading Instruction; *Student Experience; Teaching Methods; Writing Instruction

Pasternack, Steve; Utt, Sandra H.
A Study of America's Front Pages: How They Look.
PUB DATE- 1 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers. "Papers Presented at..." (150)
DESCRIPTIONS- *Attitudes; Graphic Arts; *Layout (Publications); *Media Research; *Newspapers
IDENTIFIERS- *Editors; Typography

A study examined the graphic devices used on the front pages of 78 American newspapers with a circulation of 25,000 or more and explored editors' attitudes toward the importance of front page appearance and graphics to newspaper readers. Questionnaires were sent to the newspapers' staff members primarily responsible for front page layout and design. Among the results were the following: (1) front page layout was done most often by the news editor; (2) most papers had more than 10 persons on the graphic staff; (3) the model front page was modular in design with six columns across and five or six stories, half of which jumped to an inside page; (4) most front pages had two photographs, which were most likely to relate to a front page story rather than to one inside; (5) most dailies were turning to four-color photographs; (6) there was a near-even split among the respondents as to whether graphic design is something readers take into account when deciding which newspaper to read; (7) editors rated the use of graphs and maps, placement of largest photograph, and body type size as the elements most noticeable to readers; (8) most editors said they were satisfied with the front page appearance of their own newspaper, but only one-half agreed that the front pages of American dailies are generally attractive; (9) highest ratings for appearance went to the "Miami Herald" and "USA Today"; and (10) editors agreed that appearance can be a critical factor in a competitive market. (HTH)

ED 232 151 CS 207 505

Beasley, Maurine H.
Bess Truman and the Press: Case Study of a First Lady as Political Communicator.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

ED 232 165 CS 207 648

Aronoff, Craig E.; Baskin, Otis W.
Megatrends in Public Relations: Some Proposed Responses for Public Relations Education.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attitude Change; Educational Change; Higher Education; *Journalism Education; *Management Development; Organizational Communication; Professional Development; *Professional Recognition; *Public Relations

Ten areas of change, or megatrends, are transforming the practice of public relations. First is the change from manipulation to effective adaptation to environmental demands, constraints, and opportunities. Second, the role of the public relations practitioner is changing from external counselor to internal team member and leader. Third is the evolution of the public relations practitioner from an information impediment to an information facilitator or boundary spanner. The fourth change is from marketing to management; public relations' prime responsibility has become providing the information and environment in which management can function most effectively. Fifth is the change from program success, or a focus on discrete tasks or products, to continuous process; sixth is the change in the public relations practitioner's role from being a craftsperson to being a manager; and seventh is the change from concentration on placement of positive items in the media toward issues management. Eighth is the change in emphasis from output to input, with focus now directed to messages to and from internal publics. While the ninth change is among the most fully established megatrends affecting public relations: the evolution from "fire fighters to fire preventors." Preventive public relations is now the widely held ideal among practitioners. All of these trends have helped to create the tenth megatrend--the move toward legitimacy. Public relations is now being recognized as a legitimate field of study. (HOD)

position, and their goals were seen in terms of individual achievement desired and not organizational needs. These results suggested that the women were aware of and willing to give almost total commitment to their jobs, and that while women managers may be setting goals, they are doing so modestly, and at the expense of personal social lives. (HTH)

ED 232 181 CS 207 698

Giffard, C. Anthony
Inter Press Service: News from the Third World.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Content Analysis; *Developing Nations; Information Dissemination; *Information Sources; *Media Research; *News Reporting
IDENTIFIERS- *Inter Press Service

A content analysis was undertaken of the files for one month of the Rome-based Inter Press Service (IPS), an international news agency specializing in the news relating to the Third World. The data suggested that IPS is indeed providing a different kind of news service from that of the traditional news agencies. More than three-quarters of the news carried on the two IPS networks (English and Spanish) had its source in the developing nations, and dealt with topics and people relevant to them. The large and growing proportion of news IPS carried from its own correspondents contradicted suggestions that it merely engaged in distributing news from government-controlled national agencies. The themes covered in its reports reflected the agency's priorities. Its reports were relatively long and detailed, and focused on Third World concerns. There was little support for allegations that the service is biased against the West: far more of the reports were critical of shortcomings of the Third World. Although the proportion of national news agency material carried on the networks was not high, it was substantial, and in accord with the IPS philosophy of encouraging pluralism of voices in international news exchange. (HTH) that the reader discovers one of the greatest powers of poetry--the power to astonish. In "The Reason for Criticism," the second lecture in the booklet, Meredith advocates a similar generosity of spirit among critics. Using his own poetry and various pieces of criticism, Meredith distinguishes between constructive and destructive criticism. Impressionistic and oblique praise, he suggests, can enlighten a subject critically more effectively than the most attentive destructive act. (MM)

ED 232 197 CS 207 744

Chang, Tsan-Kuo
The Chinese Press in U.S.: A Linkage to the Past.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Chinese Americans; Content Analysis; *Culture Contact; Foreign Countries; Immigrants; Information Sources; *Media Research; *Newspapers; *News Reporting
IDENTIFIERS- *Media Role

Eight Chinese daily newspapers were content analyzed to determine the role and functions of the Chinese press in the United States. The papers studied were based in New York, Los Angeles, and San Francisco, and were dated from Novemer 1 to November 6, 1982. The results indicated that the Chinese press did not pay much attention to the local Chinese community--the "Chinatowns." Instead, the papers gave a large amount of space to coverage of China and Taiwan, the two "home countries" of the Chinese immigrants in America, and Hong Kong, the largest Chinese community outside China and Taiwan. The findings suggest that the Chinese press serves as a linkage to the past for the Chinese immigrants who came to the United States from China, Taiwan, and Hong Kong. (Author/HTH)

ED 232 198 CS 207 745

Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTIONS- *Content Area Writing; *Curriculum Development; Elementary Secondary Education; Instructional Materials; *Integrated Activities; Junior High Schools; Middle Schools; Teacher Role; Teaching Methods; Writing Evaluation; *Writing Exercises; *Writing Improvement; *Writing Instruction

The second in a series on content area writing instruction, this booklet is intended for middle school and junior high school teachers who have taught writing but who want to move into content writing topics and for teachers who are novices at teaching writing but who think content writing instruction might be an important skill to teach their students. The three sections of the booklet demonstrate how content area instruction can be integrated into existing curricula, enhancing instruction rather than being a separate component. The first section offers some basic principles and procedures that show how to start content writing in the classroom. The second section offers specific model units and lessons. The third section, concerned with applications and extension, shows teachers how to move beyond the sample lessons to develop specific materials for their own classrooms and includes a discussion of evaluation and grading of content area writing. (HTH)

ED 232 214 CS 207 781

Atkinson, Ted
Process and Product in Business Writing: Low Faculty Morale and New Challenges.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Business Correspondence; *Education Work Relationship; Higher Education; *School Business Relationship; Teaching Methods; *Technical Writing; *Writing Exercises; *Writing Instruction; Writing Processes

While the classroom situation and textbook exercises are not irrelevant or useless, business writing assignments need a healthy dose of "real-world experience" to make their importance obvious to students. The instructor has only to ask a local employer if the business students can do some of the writing that is backing up in the employer's office. Once an employer agrees, the writing techniques and strategies discussed in texts become important, and mothers need during their pregnancy, as well as their satisfaction with their physicians. Seventy women who had given birth within the previous 4 years completed a questionnaire eliciting information they received during pregnancy, their satisfaction with their physician, and demographic data. The results indicated that while expectant mothers did receive a great deal of information from their obstetricians, they needed more information about what to expect during labor and delivery, as well as more information about breast feeding. Subjects indicated that they received too much information about the hazards of smoking and drinking, and too much printed information. While expectant mothers tended to be very satisfied with their physicians, older mothers scrutinized the doctor more carefully and were more critical than were younger mothers. (A copy of the questionnaire is appended.) (HTH)

ED 232 229 CS 504 279

Corcoran, Farrel; Schneider, Michael
Exploring Childrens' Comprehension of Televised Drama.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cognitive Development; Commercial Television; *Family Environment; Family Influence; *Interpretive Skills; Preschool Children; Primary Education; *Reading Comprehension; Reading Research; *Television Research; *Television Viewing

Approximately 100 questionnaires were distributed to parents of children in primary grades in a study that explored social correlates of the interpretative abilities of very young children in the assessment of televised narratives. The questionnaires contained over 50 questions on home use of television. The second phase of the study involved having 44 preschool children view preconstructed videotapes and answer comprehension tests. Results failed to show a significant relationship between ages of children and their understanding of characters' emotions. The study also failed to show a significant relationship between age and the ability to understand motivations, except when motives were widely separated in the narrative from their corresponding actions. No significant patterns of correlations were uncovered between the amount of television viewed by children and their performance on the six texts examined. However, the analysis did reveal a relatively strong and important assistance seekers. Two figures show the proportion of assistance contacts by content area and agency. An appendix provides statistics and a correlation matrix for all variables. (PB)

ED 232 245 EA 015 786

Firestone, William A.
Regional Educational Service Agencies Supporting Knowledge Utilization: The Intermediate Units of Pennsylvania.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Educational Administration; Educational Development; Educational Finance; *Elementary Secondary Education; Governance; *Intermediate Administrative Units; *Program Design; State School District Relationship
IDENTIFIERS- *Pennsylvania; *Regional Educational Service Agencies

A descriptive study provides information in seven sections on regional educational service agencies (RESA's) in Pennsylvania (where they are called Intermediate Units or IU's). The information is derived from the Pennsylvania Department of Education, various IU's, and initial introductory interviews with current and former state department staff. Formed as byproducts of an extensive program of school district consolidation conducted in Pennsylvania in the 1960's, IU's provide many services to school districts, primarily in special education and in the dissemination of new knowledge throughout the educational system. IU's have a complex organizational structure (60 percent, for example, have between 150 and 300 employees). Strong local representation in the governance of IU's ensures their responsiveness to local needs. IU's tend to be reactive when determining needed services, but they can also initiate services because of their access to advanced information. IU's are heavily dependent on state funding and have become accepted parts of the Pennsylvania educational system. They serve both large and small districts in large, sparsely populated regions and smaller, heavily populated ones. Tables show IU services and costs, income sources by IU activity areas, and characteristics of IU regions. Two figures provide estimated IU expenditure trends and organizational charts. (FB)

Greenfield, Thomas B.
Environment as Subjective Reality.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Creative Thinking; Dramatics; *Environment; Group Dynamics; Human Dignity; Humanism; *Individual Power; *Locus of Control; Metaphors; *Organizational Theories; Organizations (Groups); *Personal Autonomy; Self Actualization; Self Determination; Social Action; Social Environment; Social Psychology; Social Structure; *Social Values; Systems Approach

The usual ways of thinking about organiztions represent them as physical or biological entities that respond to their environments as whole, integrated systems existing apart from individuals. Such images omit human will, imagination and moral choice. If we think about organizations in human terms, we must think about the capacity of individuals to reflect, choose, and create. If organizations are simply systems responding to environments, the individual is subordinated to an impersonal process of adjustment. Personal responsibility for action is lost. If we are to think meaningfully and helpfully about organizations, we must reach for new images. An alternative evokes the stage, the play and the actor. We may then ask new questions about organizations. Who sets the stage? Who writes the script? Who defines the role? What restraints bind the actors and why do they bind them at all? Individuals are never simply "products" of organizations and environments. The lines between script, role and actor fade as do the distinctions between organization, environment and self. Organizations are social inventions produced by individuals. Their dynamic is power wielded by individuals who bind others by imposing values on them. Individuals grow within values so that imposition becomes self-identification and commitment. (Author)

ED 232 259 EA 015 806

Mitchell, Douglas E.; Encarnation, Dennis J.
Alternative State Policy Mechanisms for Influencing School Performance.
PUB DATE- Apr 83
LANGUAGE- English

educational programs, expenditures, and revenues as the three basic considerations of budget making. While chapter 2 discusses major aspects of the general fund budget (resources availabale to finance the school district's educational and support programs), chapter 3 outlines the duties of the district business official, who may function either as an administrator in his own right or as an advisor in maintaining budgetary control. Chapter 4 details the budgeting of various special funds not covered under the general fund, including adult education and deferred maintenance. Chapters 5-7 cover long-range budget planning, communication of budget information to the community at large, and district budget evaluation. Interspersed throughout the manual are 26 figures, including a sample district budget calendar, expenditure reports, and work sheets for projecting salaries, fringe benefits, and income. (JBM)

ED 232 273 EA 015 823

Theodory, George C.
Assessment of Ideal and Actual Principals' Role-Specific Behaviors in Lebanese Secondary Schools.
PUB DATE- 14 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrator Attitudes; Administrator Responsibility; *Administrator Role; *Behavior Rating Scales; Comparative Analysis; Foreign Countries; Interviews; Leadership Responsibility; Leadership Styles; *Principals; Private Schools; Public Schools; Secondary Education; *Student Attitudes; Surveys; Tables (Data); Teacher Administrator Relationship; *Teacher Attitudes
IDENTIFIERS- *Lebanon

To develop and validate role-specific ideal behaviors of secondary school principals in Lebanon, this study surveyed 14 private and 6 public Lebanese secondary schools. In the first stage of the six-week data collection process, interviews with principals, teachers, and students resulted in a list of 25 role-specific behaviors for principals which was narrowed in stage 2 to 20 according to their relative importance as indicated by those interviewed. The final stage involved ratings of the extent to which principals actually practiced or exhibited such behaviors, and rankings of their importance specifically for Lebanese secondary

women and minorities compared to objectives within six job categories--executive, managerial, professional, technical support, administrative and clerical support, and trades and crafts--are summarized in tables, as are annual goals for categories in which underutilization occurs. Implementation practices and procedures including guidelines for recruitment, selection, promotion, community action, advertising in NEA publications, and purchasing are given. A reporting system to assist AAP evaluation is described briefly, and an appendix shows the distribution of job titles within job categories. (MJL)

ED 232 286 EA 015 900

Neill, Shirley Boes
How To Be a Better Supervisor. Tips for Principals from NASSP.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Feb 83
AVAILABLE FROM- National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Guides; Elementary Secondary Education; Human Relations; *Leadership Qualities; Motivation Techniques; Personnel Evaluation; *Principals; School Supervision; *Supervisory Methods
IDENTIFIERS- PF Project

To help principals with the supervisory part of their job, this tipsheet offers advice from industry and education experts. From Maxine H. Bishop and Lester R. Bittle comes a definition of supervision that distinguishes conceptual skills from human relations-interpersonal skills and findings from an industry study that identify six common supervisory pitfalls. Tips for improving human relations are provided by three educators-consultants (James Huge, David E. Lee, and Shirley Boes Neill) in the form of lists of personal qualities and professional skills needed by good supervisors. In conclusion, the importance of monitoring employee performance is noted and some techniques for employee motivation are suggested. (SL)

schools has become increasingly confrontational, the author proposes that judicial solutions should be more flexible. Courts called upon to balance the interest of a state and a church-related school have generally ruled either for the state or the school. Two cases are analyzed that are representative of these two alternatives. A recent third case suggests somewhat of a midpoint between the other two and further suggests a way out from the inequities of the either-or approach. The author observes that, where two or more purposes can exist for a set of regulations, there is a need for clarity as to whether some regulations are designed to fulfill one purpose only and not others. The author admonishes state regulatory agencies and state legislatures to demonstrate flexibility in recognizing that legitimate educational purposes can be accomplished by different means. (MLF)

ED 232 302 EA 016 006

Beckham, Joseph C.
Reduction in Force: A Legal Update.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see EA 016 000.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Board of Education Policy; *Court Litigation; Elementary Secondary Education; *Employer Employee Relationship; Federal Courts; *Personnel Management; *Reduction in Force; School Law; State Courts

Courts have been reluctant to interfere with the decision-making authority of local school boards. However, a reduction-in-force (RIF) decision can be legally challenged by a discharged employee with evidence that the school board has either: (1) acted arbitrarily or capriciously, (2) failed to comply with procedural mandates, or (3) utilized reduction in force in bad faith for the denial of the employee's statutory or constitutional rights. Numerous cases in these categories are summarized. The final section on employees' pre- and posttermination rights discusses decisions relating to "bumping" (when a senior or tenured employee replaces a less senior employee) and "call-back rights" (relating to preferred eligibility status to laid-off employees). In decisions on employee bumping, a balancing test, giving deference to school board

Implementation Grant entailed a review of services for 3- and 4-year-old handicapped children, recommendations based on the findings, a review of teacher preparation programs, and associated staff activities. Review forms were distributed to 251 programs serving young handicapped children including schools, Head Start programs, and private locations. Analyses of findings were compared by program type, then combined for a picture of services across the state. Results indicated that referral and educational programing were the services most frequently provided, that a total sample of 2,807 children were served, and that programs serving emotionally disturbed children had the highest rate of response, although the highest percentage of the handicapped population served was speech/language impaired (29%) and the next highest was mentally handicapped (21%). Other findings focused on such aspects as instruction, related services, transportation, facilities, and personnel preparation. Recommendations included development of a multiple agency screening program, expansion of child related services, increased funding for parent training programs, and increased availability of inservice teacher education programs. Additionally, preservice and inservice needs in the state were reviewed based on the finding that most teachers are not certified in early education of the handicapped. (A program review form, the resulting analyses of data and implications for program expansion, a chapter on the early childhood handicapped for a state personnel development report, and conference materials developed during the second year of the grant are interspersed throughout the document as attachments.) (MC)

ED 232 319 EC 152 584

IMPACT (Interactive Model for Professional Action and Change for Teachers): A Summary Report, September 1, 1979 to August 30, 1982.
South Burlington School District, Vt.; Vermont Univ., Burlington. Dept. of Special Education, Social Work and Social Services.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Achievement; Academic Standards; Basic Skills; *Disabilities; High Schools; *Inservice Teacher Education; Minimum Competencies; Program Effectiveness; Special Education Teachers; *Student Evaluation; *Teacher Evaluation; Teacher Workshops; Team

of the 50 competencies individually, respondents rated the group as a whole. Eighty percent indicated that the competencies adequately covered stress management as it related to special educators. About one-third of the respondents provided examples of competencies or general topics they thought should also be addressed. A list is presented of the additional competency areas that were suggested. Statistical tables are provided that list the 50 competencies in ascending order according to their mean score for importance. The tables also include a rating of skill for each competency, along with the ratings of four options judged appropriate for each competency. These training options are: college coursework only, inservice training or workshops only, both college coursework and inservice training, or no training required. Appended materials include a questionnaire, and a bibliography of about 58 references on stress management and related topics. (SEW)

ED 232 333 EC 152 612

Dildy, Dennis
Community Based Training--Non-Traditional Curriculum Options for Work and Independent Living Training of Secondary Deaf-Blind Adolescents.
Education Service Center Region 20, San Antonio, Tex.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.; Texas Education Agency, Austin.
PUB DATE- Oct 82
CONTRACT- 300-80-0639; TEA-3-3-662-005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adolescents; Community Programs; *Daily Living Skills; *Deaf Blind; *Group Homes; Job Skills; *Job Training; Personal Autonomy; Secondary Education; *Severe Disabilities; Vocational Education; *Work Experience Programs

Age appropriate training programs in natural environments for deaf-blind adolescents help to develop functional skills, with the ultimate goal of independent living and work placement. Other approaches to the education of handicapped children entail activity for the sake of activity, or babysitting and fun activities. The actual training of a severely handicapped individual on a real job has been found to accurately demonstrate the active potential of a student. The more severely disabled a person is, the less likely training (including classroom and on-campus work adjustment

Individual Progress Program for the Extremely Gifted Student in the Greater Seattle Area .
PUB DATE- 83
AVAILABLE FROM- Barbara Norsen, Seattle Public Schools, 815 4th Ave., North, Seattle, WA 98109 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Acceleration (Education); Curriculum Development; Elementary Education; *Enrichment; *Gifted; Individualized Instruction; Junior High Schools; Program Descriptions; Program Effectiveness
IDENTIFIERS- Individual Progress Program

The Individual Progress Program (IPP) is an approach designed to serve extremely advanced gifted students (grades 1 through 9) in the Seattle area. IPP is intended to meet students' unmet educational needs by allowing them to progress at their own accelerated pace through a broadly based curriculum while also pursuing interest areas. The program features a two step identification procedure, flexibility in program placement, diagnostic testing and ongoing monitoring, and adaptation of the existing curricula around three specific themes (patterns, origins, and systems). Mathematics, language arts/reading, social studies, and science components are part of the IPP program. Enrichment activities include individual student projects. IPP also stresses students' social/emotional development and fosters parent/community involvement in the program. Evaluation data has revealed IPP students had significantly higher scores in reading comprehension, language mechanics, and math computation than did a control group of high achievers. (CL)

ED 232 348 EC 152 628

Hofmeister, Alan M.
The Special Educator in the Information Age.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Literacy; *Computer Managed Instruction; *Disabilities; Elementary Secondary Education; Special Education; Teacher Role

in the discussion. Appendixes to the document include survey documents, the effects of age distribution on unions, and supplementary human resource material. (KC)

ED 231 948 CE 036 157

Clawson, Thomas W.; Camp, Joseph J.
A Systematic Approach to Vocational Needs Assessment.
University of North Florida, Jacksonville.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.
PUB DATE- Aug 78
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Career Development; Career Guidance; *Educational Assessment; *Educational Needs; *Educational Planning; Flow Charts; *Needs Assessment; Objectives; *Program Development; School Psychologists; Secondary Education; Vocational Education; Vocational Interests

This unit is designed to provide school psychologists with information helpful in consulting with teachers and counselors who have questions regarding the career and vocational needs of students. It is intended to help the school psychologist assist teachers and counselors to be effective in assessing the needs of students in their particular setting. By means of a flow chart and explanations, the guide leads the reader through a step-by-step process of needs assessment. These steps include the following: formulating a goal statement, creating a needs assessment instrument, brainstorming or programming, formulating a needs statement, stating objectives, selecting strategies to accomplish the objectives, and evaluating the results to see if the objectives have been achieved. (An example of a complete program using these steps is given in the booklet.) (KC)

ED 231 949 CE 036 220

resource guide. Pre-enrollment activities and the referral process are also briefly described. Detailed descriptions follow of the adaptations regarding learning coordination for each task area: assessment, orientation to program, program sketch and project plan, phone calls and orientation visits, exploration sites, progress monitoring, credit assignment, group activities, and individual meetings. Coordination with the Special Education Department is touched upon and followed by suggestions for evaluation and data collection. Two case studies are provided. Appendixes, amounting to approximately two-fifths of the publication, include sample forms and instruments for CBL. (YLB)

ED 231 963 CE 036 329

A Suggested Approach to Developing a Cooperative Agreement. Vocational Education, Special Education, Vocational Rehabilitation. Vocational Investigation and Placement Demonstration Project.
Bonny Eagle High School, West Buxton, ME.
SPONS. AGENCY- Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education.; Maine State Dept. of Education, Augusta. Div. of Special Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Agency Cooperation; Agency Role; *Disabilities; *Educational Cooperation; Models; Referral; Secondary Education; *Special Education; *Vocational Education; *Vocational Rehabilitation
IDENTIFIERS- *Vocational Investigation and Placement Project

A model is provided for local schools to follow in developing a cooperative and active agreement with the local vocational rehabilitation agency. Information is provided from a joint memorandum from the Commissioners of Education and Rehabilitation Services at the federal level to assist local educational agencies in developing their own policies and procedures. Examples taken from the same memorandum are used to illustrate the types of special education, vocational rehabilitation, and vocational education services that can be provided to handicapped students. Establishing lines of communication between the agencies is stressed as an important first step. Five steps are then suggested for the development of the cooperative agreement: (1) hold an initial meeting, (2) form a cooperative service agreement, (3) implement the

ED 231 977 CE 036 387

Journal of Human Services Abstracts. Volume 8, Number 2, April 1983.
Aspen Systems Corp., Rockville, MD.
SPONS. AGENCY- Department of Health and Human Services, Rockville, Md. Project Share.
PUB DATE- Apr 83
CONTRACT- HHS-100-81-0052
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Abstracts; *Administration; Annotated Bibliographies; *Community Services; Counseling Services; Data Processing; Day Care; *Delivery Systems; Disabilities; Employment Services; Health Services; *Human Services; Information Sources; Mental Health Programs; Needs Assessment; Older Adults; Personnel Management; *Planning; Program Descriptions; Program Development; Vocational Education; Vocational Rehabilitation; Volunteers
IDENTIFIERS- Project SHARE

This journal provides abstracts of 150 documents included in the database of Project SHARE, a National Clearinghouse for Improving the Management of Human Services. These documents are on subjects of concern, interest, and importance to those responsible for the planning, health services administration, counseling services, employment services, personnel management, vocational rehabilitation, services for the elderly and disabled, and day care. Abstracts, arranged in alphabetical order by title, include this information: author, publication date, number of pages, order number, availability, and a summary of content. Other parts of the journal are an alphabetical list of personal and corporate authors, an alphabetical list of document titles, and a subject index. The index is a guide to the abstracts by specific subject category with cross references from synonyms to preferred terms. (YLB)

ED 231 978 CE 036 389

ED 231 991 CE 036 424

Odell, Charles E., Sr.
OIS and the Employment Security System: A Needs and Resources Analysis.
Research Triangle Inst., Durham, N.C.
SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.; North Carolina State Occupational Information Coordinating Committee, Raleigh.
PUB DATE- Mar 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Data Analysis; Data Collection; Educational Planning; Employment Interviews; Employment Patterns; Employment Projections; *Employment Services; Information Dissemination; *Information Needs; *Information Systems; *Job Placement; Labor Needs; Labor Supply; Labor Utilization; Long Range Planning; Needs Assessment; *Occupational Information; Program Development; School Districts; State Programs; Statewide Planning
IDENTIFIERS- *Employment Security System; Employment Service; *Occupational Information System

Since its inception in 1933, everything that the Employment Security Service has done directly and indirectly involves the gathering, analysis, and distribution of occupational information. Yet, as vital as occupational information is to the employment service, only a very small portion of the total employment security budget, perhaps 5 to 10 percent, is actually devoted to the occupational and labor market functions. To fulfill its planning, administrative, and operational obligations, the Employment Security Service needs the following: occupational information concerning the short- and long-term labor demand and supply on a labor market area level, an annual labor market area analysis of supply and demand by industry and occupation, and a workload data system for use in planning and evaluating local office and statewide performance. Examination of the totality of the Occupational Information System (OIS) and the national and state occupational coordinating committee structure reveals that the major gaps and deficiencies of the system exist at the state and local levels. To remedy this situation, legislators must provide adequate support and funding for a professionally staffed nationwide employment service system. (MN)

Vocational and Technical Education.
PUB DATE- Jul 80
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Bookkeeping; Business; *Business Administration; Course Descriptions; Curriculum Guides; Entrepreneurship; Financial Support; *Human Relations; Learning Activities; Lesson Plans; *Money Management; Postsecondary Education; *Recordkeeping; Records (Forms); *Small Businesses; Tests; *Trade and Industrial Education; Transparencies

Designed as a supplement to an existing technical trade or industrial course, this curriculum is a guide for instructors to teach small business management in vocational education classes. It is planned around approximately 30 hours of instruction. Each of the eight instructional units includes the following parts: objectives, transition of units (relationship of this unit to the previous one and the following one), the lesson (attention focuser, key questions, suggested teaching strategies, and information in outline form), a summary, individual self-study suggestions, a list of necessary resources, references, and an appendix that contains handouts, worksheets, transparencies, a lesson plan format, an instructor evaluation form, and/or an evaluation instrument for students. Unit topics are: (1) the importance of studying small business management; (2) types of businesses--sole proprietorships, partnerships, corporations; (3) the major elements of management; (4) business records and recordkeeping; (5) financial statements--the balance sheet and the profit and loss statement; (6) cash flow/cash management; (7) loan proposals and financing; and (8) human relations in business. (YLB)

ED 232 005 CE 036 449

Assisting the Adult Receiving Inhalation and Intravenous Therapy. Care of the Adult.
Anoka-Hennepin Area Vocational Technical Inst., Minn.
SPONS. AGENCY- Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

SPONS. AGENCY- Further Education Curriculum Review and Development Unit, London (England).
REPORT NO.- ISBN-0-85522-116-X
PUB DATE- Dec 82
AVAILABLE FROM- Publications Despatch Centre, Department of Education and Science, Honeypot Lane, Canons Park, Stanmore, Middlesex, HA71AZ.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Curriculum; *Curriculum Design; *Curriculum Development; Educational Objectives; Evaluation Methods; Foreign Countries; Higher Education; Models; *Postsecondary Education; Secondary Education; *Student Evaluation; *Teaching Methods; *Vocational Education
IDENTIFIERS- *Great Britain

Curriculum development at the secondary and higher education levels was examined to identify issues and features of interest to curriculum workers within the further education sector. The main study of the curriculum projects was concentrated on an indepth analysis of four key variables: (1) aims, goals, objectives, and associated curriculum models; (2) the organization of curriculum content; (3) instructional procedures; and (4) evaluation and assessment. Advantages and disadvantages were considered for two models of curriculum development based respectively on objectives and procedures. Two basic processes of organizing curricular content were defined and illustrated--integration and coordination. Instructional procedures were appraised in terms of four dimensions about which a curriculum planner must make decisions when determining instructional procedures: discovery, experience, control, and autonomy of learning. Development of evaluation methods for cognitive abilities, psychomotor skills, and affective characteristics was also studied. The analysis was related to curriculum development in further education, and it was concluded that many curricular issues in further education are similar to those in secondary and higher education. Criticism was made of the emphasis on the objectives model and inconsistent terminology in further education. (An overview of selected projects is appended.) (YLB)

ED 232 019 CE 036 472

Managing Programs for Adults. Guidelines for: Adult Basic Education, English as a Second Language, High School Equivalency, External High

This curriculum guide provides instructional materials designed to prepare students for entry-level jobs such as dietetic aide or food service worker in a health care facility. It serves as the basic core of the occupationally sequenced Dietetic Support Personnel Training Program. Five sections and 13 instructional units are included. Each unit of instruction consists of eight basic components: performance objectives, teacher activities, information sheets (content essential for meeting the cognitive objective), assignment sheets (applications of areas of knowledge that are prerequisites to skill development), job sheets (procedures to complete a manipulative or psychomotor skill), transparency masters, tests, and test and assignment sheet answers. Section A, an orientation, and section B, on nutrition and diet therapy, each contain one unit: Orientation to the Health Field, and Dietetics and Basic Nutrition, respectively. The five units in section C, on sanitation and safety, are Personal Hygiene, Warewashing, Housekeeping and Pest Control, Food-Borne Illnesses, and Safety. Section D, on food production, includes four units: Receiving, Food Handling, and Storage; Equipment; Food Production and Service; and Work Simplification. Section E on human relations, contains two units: Teamwork and Basic Communications Skills. (YLB)

ED 232 033 CE 036 508

The Ohio Vocational Education Achievement Test Program.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

PUB DATE- 78

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- *Academic Achievement; *Achievement Tests; High Schools; Scoring Formulas; Test Format; *Testing; Test Interpretation; Test Items; Test Reliability; Test Results; Test Use; *Vocational Education

IDENTIFIERS- *Ohio; *Ohio Vocational Achievement Tests

The Ohio Vocational Achievement Tests are specially designed instruments for use by teachers, supervisors, and administrators to evaluate and diagnose vocational achievement for improving instruction in secondary vocational programs at the 11th and 12th grade levels. This guide explains the Ohio Vocational Achievement

ED 232 047 CE 036 565

Development of Instructional Resource Guides for Competency-Based Education in Selected Industrial Arts Areas. Final Report.
Thomas Nelson Community Coll., Hampton, Va.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
PUB DATE- 30 Jan 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Architectural Drafting; Competence; *Competency Based Education; *Curriculum Development; *Educational Resources; Engineering Drawing; High Schools; *Industrial Arts; Instructional Materials; *Material Development; State Curriculum Guides
IDENTIFIERS- Virginia

A project was conducted in Virginia to develop a coordinated, articulated, competency-based curriculum for selected industrial arts areas from an identified common core of competencies. The competencies would include a set of performance objectives, a set of criterion-referenced measures, and a set of instructional resource guides in the industrial arts program areas of basic technical drawing, engineering drawing, and architectural drawing. A committee of teachers from participating high schools developed the instructional resource guides through the following procedures: (1) developed a first draft in the state-approved format; (2) field tested the first drafts; (3) evaluated the effectiveness of the instructional resource guides through evaluation instruments; (4) met with project supervisors on the procedures for final editing of the guides; (5) edited and finalized the instructional resource guides in the state-approved guide format; and (6) typed and submitted the final copies of the instructional resource guides to the State Department of Education. A field test of the guides was successful, and the guides are now being used at the targeted schools. Recommendations were made to follow up students after the program has been in operation for 1 year and for the state to establish procedures to develop additional guides. (KC)

ED 232 048 CE 036 569

the role of adult, career, and vocational education in HRD. The author first defines HRD as organized learning experiences in a given period of time to effect the possibility of performance change or growth in the individual, through the learning activity areas of training, education, and development. Distinguishing HRD from other human resource activities, the author next discusses the preparation of HRD practitioners for their possible roles as learning specialists, administrators/managers, and consultants. Academic preparation, public seminars, professional societies' programs, and the networking process are all examined. The paper next looks at the issue of cooperation and linkage between postsecondary institutions and business and industry in providing HRD for employees. The essential argument of this section is that cooperative efforts can dispel mutual misconceptions and provide the widest range of HRD opportunities. The final section looks at the future of HRD through its potential effect on productivity, unemployment, work place alternatives, and work force demographics. The author concludes that higher education institutions can play a major role both in practitioner preparation and program implementation if cooperation with business and industry is seriously pursued. (SK)

ED 232 062 CE 036 761

Finch, Curtis R.
Review and Synthesis of Research in Trade and Industrial Education, Third Edition. Information Series No. 260.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-81-0035
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (Order No. IN260).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Information Analysis/State-of-the-Art Materials (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Curriculum Development; *Educational Research; Educational Technology; Instructional Systems; Postsecondary Education; Program Evaluation; Secondary Education; *State of the

topic for policy development, and the research methodology employed in the study. A list of the 38 journals reviewed is provided. Chapter 1 reviews innovative approaches used in traditional settings; new institutional forms; and the creation of new, small social systems for specific helping goals. Chapter 2 reviews the evaluation of standard therapeutic techniques and goals; treatment and care as a self-perpetuating activity; and the placement of handicapped or disturbed people in special settings. Chapter 3 deals with social interactions and relationships in alternative helping contexts. Chapter 4 reviews values and attitudes toward those who need help; labeling; and values in the contexts of helping. Chapter 5 reviews essays, discussions, and research reports relevant to social policy. Chapter 6 presents the assessment and personal conclusions of the author regarding the literature reviewed. A subject index and an annotated bibliography of 455 citations, selected from the larger review, are also included. (WAS)

ED 232 076 CG 016 770

Psychological Education. Middle School Seminar Series.
Georgia State Dept. of Education, Atlanta. Office of Planning and Development.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Behavior Development; *Communication Skills; Elementary Education; Humanistic Education; *Interpersonal Competence; Interpersonal Relationship; Leaders Guides; Learning Modules; Middle Schools; Preadolescents; *Self Concept; Seminars; *Skill Development; Student Development

This leader's guide, the first of three in a series for middle school students, presents a program designed to develop interpersonal skills and self-understanding. The guide is organized into three major seminars: communication, understanding behavior, and changing behavior; these are sequential and hierarchical in nature. Specific instructions for teaching performance indicators for the goals and competencies stated at the end of each seminar section are provided. Each seminar is divided into 10 sections corresponding to specific group meetings. The format for each meeting includes a list of needed materials and resources; suggestions for preparation; specific directions for conducting the

ED 232 090 CG 016 784

Johnson, Colleen Leahy; Catalano, Donald J.
A Longitudinal Study of Family Supports to Impaired Elderly.
California Univ., San Francisco.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- Nov 82
GRANT- NIMH-MH-31907
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Coping; *Family Role; Gerontology; *Health Needs; Human Services; *Individual Needs; Longitudinal Studies; Morale; *Older Adults; *Social Support Groups; *Stress Variables

While research has documented the strengths of the family as a support system to the elderly, there is less understanding of what happens when supports are needed over an extended time. To study family care when support needs persist for a long period, 115 older adults were studied after discharge from the hospital and again about 8 months later. Both structured and unstructured data were collected. Analysis focused on supports defined as family contact and aid, and on the more subjective factors influencing the quality of the supports. The overall results showed that few of the elderly were abandoned by their families, although most were cared for by a primary caregiver rather than the family as a unit. Although a high level of strain was reported, particularly by children who were caregivers, most needs of the elderly were met, and only 17% of the sample were institutionalized. For the group as a whole, the mean functional level had stabilized after 8 months. As a result, family supports declined, even though more patients reported problems with morale and loneliness. A comparison of patients who had achieved independent functioning with those who remained dependent showed that caregivers of dependent patients experienced more strain; more of these families used formal supports. (JAC)

ED 232 091 CG 016 785

Emrich, Robert L.; Green, Patricia

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143) Speeches, Conference Papers,
"Papers Presented at..." (150)
DESCRIPTIONS- *Citizen Participation; Citizenship Education;
Curriculum Development; Extension Education; *Family Life; Family
Relationship; *Homemakers; Legislation; *Public Affairs Education;
Public Policy; State of the Art Reviews; *Stress Variables

As a society, we believe that persons affected by a public decision should be represented in the development of that policy. The Family Community Leadership program (FCL), recently launched in Alaska, Colorado, Hawaii, New Mexico, Oregon, and Washington, has been established to increase homemakers' understanding of social concerns that influence families, and to increase their skills and participation in dealing with these concerns in the public arena. However, observation indicates that homemakers' involvement in public affairs increases tension within their families. Several studies, i.e. a 1977 study by the Center for American Women and Politics, the evaluation of public affairs leadership development programs in five states (California, Washington, Montana, Michigan, and Pennsylvania), and the Impact Assessment of the Washington Agriculture and Forestry Leadership program, confirm this observation of increased family tension, and indicate a negative influence on future participation in public affairs for homemakers. Further analyses of the data from these surveys indicates that homemakers tend to use two broad strategies for coping with increased family tension: isolation/insulation (keeping the strain from family members), or integration/reintegration (incorporating new demands into the family's life style). These findings have implications for public affairs education in the university extension, whose programs might incorporate, in addition to the traditional foci of public affairs education programs, content and skills that will help participants anticipate intrapersonal and interpersonal growth stress, and that will equip them to help their families adjust to new roles and relationships. (MCF)

ED 232 106 CG 016 800

Kaczkowski, Henry
SCRIPT: A Skill Development Procedure for Training Group Counselors.
PUB DATE- Oct 81
LANGUAGE- English

the role of the family, and the need for strengthening inter-generational relationships. Statements are presented from witnesses including child psychologists Fitzhugh Dodson and Lee Salk, actors Doug McKeon and Bob Keeshan, reporter Ben Jorgensen, and senior citizen food co-op personnel Laura Albrant and Doris Freese of Rochester, Minnesota. These remarks include a discussion of maximizing the potential of people of all age groups, the new extended family, one adolescent's view of older adults, the grandparent role, older adults as a resource, the changing concept of the family, benefits of contact and communication with older adults, and experiences with a senior citizens' food co-op. Statements of both members and witnesses contain personal anecdotal material. Included in the transcript of the hearings are scripts of two CBS radio programs dealing with grandparenting. (AG)

ED 232 120 CG 016 814

Bertsche, Jon; Deaton, Robert

Community-Wide Survey of Services to Children and Families: A Missoula Area Interview Study with All Programs Which Have a Focus of Serving Children and Families.

Missoula Council for Child Protection and Family Support, MT.; Montana Univ., Missoula. Dept. of Social Work.

PUB DATE- Mar 82

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Agency Cooperation; *Child Abuse; *Child Neglect; Child Welfare; Community Attitudes; Emergency Programs; *Family Problems; *Family Programs; Needs Assessment; Program Development; *Program Effectiveness; Self Help Programs; *Social Services; Surveys

A comprehensive picture of existing services to families under stress can be useful for immediate and long-range planning. In order to determine the range of services to families under stress, including those identified as involved in child abuse and neglect, the Council for Child Protection and Family Support, Missoula, Montana, surveyed, through personal interviews, program directors or other contact persons from 53 formalized programs for children and families in the local area. The introduction discusses limitations of the study, and the incidence of child abuse for Missoula area families. The results of the study are presented for certain areas which were selected for analysis based on number of responses in a given direction; specificity of responses; and practicality for

IDENTIFIERS- Ashton Warner (Sylvia)

The concept of open or progressive education has come to mean that to learn one needs no discipline, no systematic organization, no planning. However, there is a middle, or at least another ground, between the ends of laissez faire and authoritarianism. It has to do with the structure of process. For example, the Key Vocabulary of Sylvia Ashton-Warner is as structured as it is possible to get in terms of process. The learning situations must be so structured that the child will dredge up, so to speak, his or her own vocabulary. This structure of process comes from the child's own living experiences. When this structure in the learning process is present, there is a rigor in the acquisition of skills and knowledge. And when that learning is based upon the child's inner sources, the teacher will not have much need for discipline imposed from without. A teacher must discover how to get such ideas from within the given child. From these ideas come the words that can be turned into writing, and on into reading. (HOD)

ED 232 135 CS 007 201

Chall, Jeanne S.
Literacy: Trends and Explanations.
PUB DATE- 11 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Educational Trends; Elementary Education; *Etiology; *Literacy; *Reading Achievement; *Reading Difficulties; Reading Instruction; Reading Research; Research Needs

Broad literacy trends among elementary, high school, and college students can be determined from various reports from the National Assessment of Education Progress, standardized achievement scores, and the verbal scores on the SAT. When these scores are analyzed for the decade of the 1970s, one finds different trends for different age groups, with the younger children making greater gains over the 10 year period than the older. Several hypotheses for the different trends for the different groups are that reading is taught better in the early grades and less well in the upper elementary and high school years, that knowledge about early reading is greater than knowledge about later reading, and that the gains and losses in reading achievement reflect the changes in reading instruction that began in the late 1960s and have been continuing in the 1970s and

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Analysis; *Females; *Media Research; *News Media; *News Reporting; Politics
IDENTIFIERS- *Press Conferences; Roosevelt (Eleanor); *Truman (Bess)

Unlike her energetic predecessor, Eleanor Roosevelt, First Lady Bess Truman sought to remain outside the public spotlight. While Mrs. Roosevelt held weekly press conferences for women reporters, Mrs. Truman held all press conferences somewhat under protest, and in absentia, with questions filtered through her social secretary. As she consequently became an unwilling party to the political communication process, reporters were forced to write stories that stressed the commonplace. With portrayal of Mrs. Truman left mainly to the press, she received more kindly treatment than she might have been expected to: instead of presenting her as noncooperative, reclusive, or even hostile, the press chose to deal with her performance in more positive terms, referring to her as independent and an individualist. Some editors found Mrs. Truman a welcome relief from Mrs. Roosevelt, and apparently without conscious design, her image was acceptable to the majority of Americans, who saw nothing wrong with a small-town matron being devoted to her husband and refusing to express her own ideas in public. (HTH)

ED 232 152 CS 207 507

Haycock, Ken, Ed.; Haycock, Carol-Ann, Ed.
Storytelling.
PUB DATE- 82
AVAILABLE FROM- Dyad Services, P.O. Box 4696, Station D, London, Ontario, N5W 5L7 ($25 per year prepaid; $28 per year if billed; back issues and sample copies: $5 per issue).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Adolescent Literature; *Childrens Literature; Elementary Education; *Library Role; *Library Services; Reading Aloud to Others; Reading Programs; *Story Reading; *Story Telling

The focus of the articles in this theme issue of a journal for librarians and teachers working with young children is storytelling. The first article, "Observations on Storytelling," (K. Roberts) relates how storytelling can be essential to reading--if one observes the law of diminishing returns. The second article, "How to

ED 232 166 CS 207 649

Williams, Katherine A.
The Presentation of American Cultural Events in the Soviet Press (1977-1979).
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Content Analysis; *Cultural Activities; Foreign Countries; *Media Research; *News Media; *News Reporting; *North American Culture
IDENTIFIERS- *USSR

A content analysis of selected Soviet newspapers and magazines was conducted to examine what cultural events from the United States were featured in the Soviet press, whether the event or artist was presented favorably or unfavorably, and whether the stories were used to make an ideological statement. Nine publications were examined over a three-year period. The 424 articles were divided into categories of performance arts, visual arts, general, literature, and cultural relations. The results indicated the expected "unfavorable," highly ideological statements based on news reports, but there was also a notable number of "neutral," journalistic reports about American events. In addition, the results indicated that: (1) a choice is made as to which events are covered by the Soviet press, and the fact that the event is taking place within the Soviet Union does not guarantee coverage; (2) articles were more favorable than unfavorable, with a portion being neutral in content; and (3) the Soviet press did use American cultural events as "stepping stones" for promoting the Soviet ideology, without labeling these as editorials, opinions, or analyses. (HTH)

ED 232 167 CS 207 653

Duke, Charles R.
Survey of Writing in Various Disciplines.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

ED 232 182 CS 207 699

Selfe, Cynthia L.; Wahlstrom, Billie J.
Beyond Bandaids and Bactine: Computer-Assisted Instruction and Revision.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Oriented Programs; *Computer Programs; Higher Education; *Revision (Written Composition); *Teaching Methods; *Writing Instruction; Writing Processes

Through the use of WORDSWORTH II, the faculty at Michigan Technological University have found that computer-assisted instruction can be useful in teaching students the processes involved in revision. A series of computer programs, WORDSWORTH II is available outside of and in addition to regular classroom instruction and offers students effective revision heuristics that they can apply at various stages of their rethinking and rewriting efforts. WORDSWORTH II was designed as a series of seven modules, each covering a specific kind of writing assignment found in freshman composition classes: narration, classification, personal writing, evaluation, description, creative writing, and persuasion. Each of the seven modules uses a similar format composed of two parts: planning and polishing. The planning program of each module reviews the major lecture points associated with the assignment and involves students in prewriting strategies such as brainstorming, focusing topics, organizing plot lines, and constructing audience profiles. The polishing program of each module--divided into early, middle, or late draft branches--involves students in revising their papers. In addition to helping students see revision as a multistep, multistrategy process best carried out over several successive drafts of a paper, WORDSWORTH II teaches students how to give priority to larger concerns of aim and audience when they write early drafts; how to examine problems of focus, development, and arrangement in middle drafts; and how to work with concerns of style and surface structure only in later drafts. (HOD)

ED 232 183 CS 207 700

Donohue, George A.; And Others
Reporting Conflict in the Press, by Degree of Pluralism, Newspaper Type, and Ownership: A Comparison of 83 Minnesota Newspapers, 1965 and 1979.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Community Change; *Community Problems; Comparative Analysis; Conflict; Content Analysis; Information Sources; Local Issues; *Mass Media Effects; *Media Research; *Newspapers; *News Reporting
IDENTIFIERS- Media Ownership

Data from 83 Minnesota newspapers support the hypothesis that as communities become more pluralistic, their newspapers will report more conflict. Between 1965 and 1979, Minnesota saw an increase in population and proportionate increases in income from manufacturing and agriculture. During this period of growing pluralism, the amount of newspaper space devoted to news, editorial comment, and reporting of conflict within communities and local governments also rose sharply. In addition to an overall increase, the data revealed changing patterns in conflict reporting. While the absolute amount of conflict reporting remained greatest in the most pluralistic regions, the increase of such reporting between 1965 and 1979 was greatest in less pluralistic areas and in weekly newspapers. Additionally, the 1965 finding that dailies reported more local conflict than weekly newspapers was reversed in 1979, a change related to the shifting ownership status of daily newspapers. As more and more dailies come under out-of-state ownership, the percentage of space devoted to reporting conflict decreases. Other factors influencing the changing pattern of conflict reporting appear to be the increasing interdependence among communities and the greater role of state and federal agencies in local government. (Author/MM)

ED 232 199 CS 207 747

Overstreet, Charles William
Advertising Practitioner's Ethical Decision-Making: The Utilitarian Viewpoint.
PUB DATE- Aug 83
LANGUAGE- English

assignments accrue an immediacy that never quite seems to happen with simulated business assignments. For the instructor who has not involved a class in a practical situation, it is probably better to stay on campus. A college's office of institutional research will likely have surveys to be written and administered. Such an assignment can expose students to (1) memo writing, (2) letter writing, (3) survey writing, and (4) report writing. They will also learn to deal with experts outside the classroom and will become involved in committee work. There are also other campus offices where an instructor can find practical writing assignments. When business writing instructors involve students in on-the-job writing projects students experience the processes of joint authorship, composition involving a computer or word processor, and preliminary oral presentations involving handouts and visual aids. (HTH)

ED 232 215 CS 504 105

Anderson, Kenneth E.
Retrenchment, the Department, and the Association.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrative Policy; Administrative Principles; *Departments; Evaluation Methods; *Higher Education; *Professional Associations; Professional Services; *Retrenchment; Scholarship; *Speech Communication

Institutional retrenchment is an on-going process in academia. So that crises can be avoided in the retrenchment process, every institution should develop processes both for the continual review of units by faculty colleagues and to ensure faculty participation in the management of the institution. Decisions about retrenchment should be based on criteria that departments may use to defend themselves. The best way to protect a department from being retrenched, or to defend it once an evaluative process is underway, is to maintain an image of a quality department closely connected to the work of other departments on the campus and to the overall mission of the institution. Disciplinary associations, such as the Association for Communication Administration, can contribute to forestalling retrenchment by providing (1) a body of scholarship and research that can be identified; (2) publication outlets; (3) the "refereeing," so important in attesting to quality; (4) conventions pattern of negative correlations between the amount of television viewed by parents and their children's comprehension levels. The more the parents viewed television, the lower their children's comprehension levels. (HOD)

ED 232 230 CS 504 282

Tardy, Charles H.; And Others
Communication and Type A Coronary-Prone Behavior: A Study of Perception and Message Construction in Compliance-Gaining Situations.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Communication Research; *Communication Skills; Heart Disorders; *Interpersonal Communication; Network Analysis; Personality Assessment; *Personality Traits; Psychophysiology; *Stress Variables
IDENTIFIERS- Communicator Style; *Type A Behavior; *Type B Behavior

To explore the impact of communication styles on physiological health, coronary-prone Type A and low-stress Type B subjects were administered two surveys testing reactions to hypothetical, stressful situations. While not revealing a correlation between Type A behavior and specific perceptions of, or strategies for, dealing with compliance-gaining situations, the studies did suggest profitable directions for future research. Further study is needed, for example, both on the characteristics of Type A communication and on the impact of Type A behavior on interpersonal relations. (Materials used in the study are appended.) (MM)

ED 232 231 CS 504 294

Gibson, Dirk C.
News Restrictions as Transcultural Phenomenon: A Comparative Study of Informal Information Controls.
PUB DATE- May 83

ED 232 246 EA 015 787

Roberts, Jane M. E.; Kenney, Jane L.
Planning: Its Evolution through Knowledge Utilization.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Educational Improvement; *Educational Planning; Elementary Secondary Education; Improvement Programs; *Instructional Improvement; *Participative Decision Making; *Program Design; *Program Implementation; State Departments of Education; State Programs
IDENTIFIERS- *Maryland

This study provides a description of a program initiated in 1980 by the Maryland State Education Agency (SEA). The School Improvement through Instructional Process (SITIP) program presents data for a study involving educators in 19 of 24 local education agencies. The SITIP design includes nine areas of activity: (1) SEA preparation; (2) building local commitment; (3) conducting awareness training; (4) local planning involving the submission of proposals based on SEA guidelines concerning issues to be addressed, such as the deciding factors in the selection of schools, curriculum areas, and implementation strategies (including the lighthouse school strategy and feeder school strategy); (5) implementation; (6) dissemination; (7) SEA technical assistance; (8) followup training by SEA staff; and (9) assessment of program and impact. The data are examined in terms of participation, participant evaluation of activities initiated by the SEA, comparison of initial proposals and Promising Educational Practices Submittal plans, and the relationship of planning to training and implementation. A figure of the SITIP design and a table showing the SITIP chronology of events are provided. (PB)

ED 232 247 EA 015 791

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Classification; Educational Objectives; Educational Planning; Educational Quality; Elementary Secondary Education; Equal Education; *Evaluation Methods; Models; *Policy Formation; Politics of Education; *Program Effectiveness; Public Schools; School Effectiveness; *State School District Relationship

While initiative in educational policy formation has shifted increasingly away from local and federal to state-level policy systems, policy problems continue to be compounded by intellectual problems related to weak conceptualization and inadequate analysis. Policy debates of the 20th Century have focused successively on education efficiency, equity, and in the 1980s, quality. The great variety and lack of clarity of new state programs attempting to balance these three policy goals suggest the need for a systematic taxonomy of key state policy elements. Although several empirical taxonomies have previously been proposed, a theoretical taxonomy is needed for the classification of state policy straategies. Such a taxonomy may emphasize social values, economic consequences, or as in the present study, the basic control mechanisms of various policy choices. State policy makers have at their disposal seven such mechanisms: (1) structural organization of the school, (2) revenue generation, (3) resource allocation, (4) educational program definition and accreditation, (5) personnel training and certification, (6) testing and assessment of student progress, and (7) curriculum materials development and selection. Further research is needed to determine how these mechanisms might interact with each other to enable schools to pursue the three historical goals of public schooling. (JBM)

ED 232 260 EA 015 807

Barzansky, Barbara; And Others
Planned Curriculum Change: A Comparative Case Study.
SPONS. AGENCY- National Fund for Medical Education, Cleveland, Ohio.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; Comparative Analysis; Core Curriculum; Curriculum Design; Curriculum Development; Curriculum Problems;

school principals. Survey results, indicated in 10 tables, reject the study's two initial hypotheses that no significant differences exist among principals', teachers', and students' perceptions regarding either the importance or rankings of the proposed role-specific behaviors in private and public schools. Principals' and teachers' perceptions differed significantly from those of students, whose ratings of principals were unrealistically high. Of the nine role-specific behaviors agreed upon by all respondents, all but two focused on administrative tasks and skills. (JBM)

ED 232 274 EA 015 824

Radecki, Henry; Evans, Susan
The Teachers' Strike Study. Sudbury, Ontario, 1980.
Ontario Inst. for Studies in Education, Toronto.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.; Ontario Ministry of Colleges and Universities, Toronto.
REPORT NO.- ISBN-0-7743-8065-9
PUB DATE- 82
AVAILABLE FROM- Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario, Canada M7A 1L2 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Administrator Role; Board of Education Role; Collective Bargaining; Economic Factors; *Influences; Labor Relations; *Parent Attitudes; *School Attitudes; Secondary Education; Student Teacher Ratio; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Role; Teacher Salaries; *Teacher Strikes; Teaching Conditions; Unions
IDENTIFIERS- *Ontario (Sudbury)

Focusing on the 1980 strike of public secondary school teachers in Sudbury, Ontario, this study examined attitudes of those involved; ascertained feelings toward the school system that may have emerged since the strike; and examined events, influences, and developments leading to the strike and prolonging the strike. The field study represented face-to-face interviews with 82 parents; questionnaires from 44 teachers; and 91 interviews with trustees, board of education officers, principals, vice principals, and community leaders. The field research data were augmented by a broad variety of documentation bearing on the strike. Findings suggested that financial considerations were the cause of the strike for the board, while economic concerns and job security were the major issues for

ED 232 287 EA 015 901

Truancy Reduction: "The Hooky Handbook."
California State Office of the Attorney General, Sacramento. School Safety Center.
SPONS. AGENCY- California State Office of Criminal Justice Planning, Sacramento.; Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.
PUB DATE- Jan 82
AVAILABLE FROM- School Safety Center, Office of the Attorney General, 555 Capitol Mall, Suite 290, Sacramento, CA 95814
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Agency Cooperation; Elementary Secondary Education; Guidelines; *Intervention; Parent School Relationship; Police School Relationship; *Prevention; Program Guides; *School Attendance Legislation; School Community Relationship; *Truancy
IDENTIFIERS- California Education Code; PF Project; School Attendance Review Boards

Ways in which schools, law enforcement agencies and communities can work together to develop strategies to effectively reduce truancy are provided in this handbook. Areas covered include: (1) a definition of truancy; (2) a truant profile; (3) strategies for dealing with a truant; (4) suggestions for components of truancy reduction programs; and (5) brief descriptions of student-centered, discipline-oriented and support programs. Sections of the California Education Code are often cited when describing procedure and policy. Five pages describe the structure and intent of the School Attendance Review Board (SARB) and provide a flow chart showing the steps and departments involved in processing a referral. A summary of California Assembly Bill 3269 (Hart) and a truancy case decision appear in the appendices. (JW)

ED 232 288 EA 015 902

Child Abuse: The Educator's Responsibilities.
California State Office of the Attorney General, Sacramento. School

discretion while offering some protection to the tenured employee, seems to prevail. Courts have granted considerable discretion to school boards in the interpretation of call-back requirements, particularly where the former employee seeks realignment of positions in order to create vacancies. The author concludes that the applicable legal standards governing reduction in force will vary with the legal interpretation to be given state statutes, board policies, and bargaining agreements. However, when state law provides no definitive statement, general principles of law requiring a reasonable basis for board action will be applied to allegations of bad faith or lack of procedural fairness in court review of the adverse employment decision. (MLF)

ED 232 303 EA 016 007

Baker, Kelley
An Overview of the Law Regarding Search and Seizure in Public Schools.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see EA 016 000.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Court Litigation; *Due Process; Elementary Secondary Education; Federal Courts; *Police School Relationship; School Law; *Search and Seizure; State Courts; *Student Rights; *Student School Relationship

The author traces the history of the applicability to students of the Fourth Amendment, which defines search and seizure of person or property to be illegal without a valid search warrant supported by probable cause. Various court decisions have affirmed students' constitutional rights, but Louisiana is the only state that has held, in a decision, that the Fourth Amendment requirement of probable cause applies to school searches. School searches have been supported in courts on the grounds of the the doctrine of "in loco parentis," and many courts have adopted a reasonable suspicion standard alone. The purpose of the search and the nature and extent of police involvement are factors that courts consider in determining the applicable standard for the search. As a rule, however, courts have held that police involvement in the initiation of a search or the search itself requires the application of the

Teaching
IDENTIFIERS- *Vermont (South Burlington)

Activities and outcomes of a project to assist South Burlington High School (Vermont) special education students in mastering state-mandated basic competencies are described. The Interactive Model for Professional Action and Change for Teachers (IMPACT), which was conducted in cooperation with the University of Vermont, was designed to provide teacher support services and staff development activities, to develop monitoring systems to assess student competencies, and to disseminate improved special education and teacher support service systems to other Vermont schools. An overview is presented of the monitoring system, teacher support services (workshops, courses, team teaching), department heads' reactions to team teaching, and dissemination activities. In addition, a 1-year longitudinal study of 87 special education students and their peers is summarized, including their performance on standardized tests, grade point averages, absentee and dropout rates, and overall basic competencies performance. Efforts to measure the effects of the program on teachers through 44 observations of six teachers are also discussed. Lastly, information is provided on teachers interviewed, interview procedures, and results of evaluating training delivery modes. (SEW)

ED 232 320 EC 152 585

Goldblatt, Ann
"Is There Anybody Here Who's Perfect?" An Educator's Guide to Understanding People with Disabilities.
SPONS. AGENCY- Ontario Ministry of Tourism and Recreation, Toronto.
PUB DATE- Sep 82
AVAILABLE FROM- Ontario March of Dimes, 90 Thorncliffe Park Dr., Toronto, Ontario M4H 1M5, Canada ($5.50, in Canada; $6.00 in
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Accessibility (for Disabled); Class Activities; Discussion (Teaching Technique); *Emotional Disturbances; Foreign Countries; *Hearing Impairments; Information Needs; *Mental Retardation; *Peer Acceptance; *Physical Disabilities; *Visual Impairments

training), will transfer to real job situations. Currently, most severely handicapped students are first placed in a sheltered workshop after an initial work evaluation. Rarely is consideration given to immediate competitive job training. Although the sheltered workshop is appropriate for some individuals, too many capable people are allowed to work at substandard facilities for far less than minimum pay. Region 20 Education Service Center in San Antonio, Texas, operates an expanded independent-living apartment program, which includes "live-away" fieldtrips for weekends. These experiences allow normal peer social interaction in ways not as often seen in self-contained public school classrooms. Allowing independence and initiative means risk-taking, which provides the opportunity for students to reach their full potentials. The alternative of meaningless activities and lifetime disability benefits to individuals who have the potential and desire for independent functioning handicaps society as well as the disabled person. (SEW)

ED 232 334 EC 152 613

Timmins, Tippy; And Others
Independent Living Training. A Guide to Programming. Volume I and Volume II.
Education Service Center Region 20, San Antonio, Tex.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.; Texas Education Agency, Austin.
PUB DATE- 82
CONTRACT- 300-80-0639; TEA-2-2-662-005
AVAILABLE FROM- Education Service Center, Region 20, 1314 Hines Ave., San Antonio, TX 78208 ($8.33 for 2 volumes, includes postage).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Administrator Guides; Adolescents; Curriculum Guides; *Daily Living Skills; *Deaf Blind; *Educational Objectives; *Group Homes; Home Management; Job Training; Personal Autonomy; *Program Administration; Program Design; Records (Forms); Recreational Activities; Secondary Education; Self Care Skills; *Severe Disabilities; Sex Education; Vocational Education

Information on curriculum offerings and program planning and

The author cites the arrival of the information age and considers its implications for special education. He suggests that special educators must build their information management skills. Four specific applications of microcomputers in special education are addressed: tool applications (in which students use microcomputer technology as personal assistive devices), computer assisted instruction (drill and practice and tutorial programs), computer managed instruction, and computer literacy. The author considers the over use and improper application of drill and practice types of computer assisted instruction (CAI). The tutorial type of CAI is seen as very effective for learning disabled and other mildly handicapped students. Applications of computer managed instruction to individualized programing and program evaluation are noted. Computer use and computer awareness are explained to be major components of a computer literacy curriculum, and suggestions are made for educators to prepare their own computer literacy programs. Effects of the information age on the teacher's changing roles are examined. (CL)

ED 232 349 EC 152 629

Promising Special Projects Using Former 3 on 2 Teachers and Educational Assistants: Programs, Projects & Activities. Information & Dissemination Series 15.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

REPORT NO.- RS-82-2942
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Disabilities; Elementary Education; *Gifted; High Risk Persons; Language Arts; *Limited English Speaking; Primary Education; *Program Descriptions; Reading Instruction; Writing (Composition)

The volume describes 26 innovative and exemplary projects, programs, and activities designed for limited English speaking students, students with handicaps, and students with special gifts and talents in grades K through 6. The projects have been implemented with personnel from former projects that were phased out in 1981. Information on the 26 projects, programs, and activities includes the title, date initiated, target population, objective of

Competency-Based Common-Core Curriculum for Emergency Medical Technician Education.
Arizona State Board of Directors for Community Colleges, Phoenix.
SPONS. AGENCY- Arizona Occupational Research Coordinating Unit, Phoenix.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Accidents; Behavioral Objectives; Community Colleges; *Competence; *Competency Based Education; *Emergency Medical Technicians; First Aid; *Injuries; Medical Services; Rescue; State Curriculum Guides; Two Year Colleges; Vocational Education
IDENTIFIERS- *Arizona

This curriculum guide contains a listing of all common-core competencies that should be taught in Arizona community colleges in order to prepare students to meet the requirements of basic and refresher emergency medical technician training. Identified through a statewide project, the competencies cover the following topics: introduction to emergency care training; airway obstruction and respiratory arrest; cardiac arrest; mechanical aids to breathing and resuscitation; bleeding, shock, and practice in airway care, pulmonary resuscitation, and cardiopulmonary resuscitation; wounds; fractures in upper extremities and lower extremities; injuries of the head, face, neck, and spine; injuries of the eye, chest, abdomen, and genitalia; medical emergencies (two sections); emergency childbirth; environmental emergencies; lifting and moving patients; extrication from automobiles; daily routines on the job; and responding to an ambulance call. These general topics are broken down into specific competencies, and the time needed to teach each competency is suggested. (KC)

ED 231 950 CE 036 261

Southern, Stephen; Smith, Robert L.
Multimodal Career Education for Nursing Students.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Career Counseling; Career Development; *Career

cooperative service agreement, (4) follow up the meeting, and (5) establish a school year-end meeting. Appendixes, amounting to over one-half of the publication, include a local cooperative agreement and a state (Maine) cooperative agreement. (YLB)

ED 231 964 CE 036 337

A Community Education Resource Manual. Revised.
Texas A and M Univ., College Station. Center for Community Education.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Adult and Community Education Programs.
PUB DATE- Jun 83
AVAILABLE FROM- Publications Distribution Office, Texas Education Agency, 201 East 11th Street, Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Guides; Advisory Committees; Agency Cooperation; Annotated Bibliographies; *Community Education; Community Schools; Educational Facilities; Educational Finance; Educational Needs; Educational Objectives; Educational Philosophy; *Educational Planning; Elementary Secondary Education; *Financial Support; Guidelines; Information Dissemination; Needs Assessment; *Program Administration; Program Development, Program Evaluation; *Program Implementation; Publicity; Recordkeeping; Records (Forms); Resources; Staff Utilization; *State Programs
IDENTIFIERS- *Texas

This volume consists of information and guidelines for use in developing and administering community education programs in Texas. Addressed in the individual sections of the manual are the following topics: the philosophy of community education, initiating community education programs, resolutions pertaining to community education, funding and budgeting, councils, staffing, needs assessment ideas, a public information system, interagency relations, community school programs for students of all ages, regular school programs for students in grades K-12, program evaluation, facility usage, recordkeeping, and resources. Geared to administrators, the manual contains a wealth of specific guidelines, timetables, news releases, transparency masters, forms, and surveys. In addition, the section on resources includes an annotated bibliography of works for and about community education programs. (MN)

Stalker, Jacqueline
Historical Study of the Certificate in Adult Education Program fo
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Adult Education; *Adult Educators; Adult Vocational Education; *College Faculty; Community Colleges; Degree Requirements; *Educational History; Foreign Countries; Postsecondary Education; *Teacher Certification; *Teacher Education; Teacher Qualifications; Two Year Colleges; *Vocational Education
IDENTIFIERS- Canada; *Manitoba

The historical evolution of teacher training requirements in postsecondary vocational education in Manitoba, Canada was investigated. Specific emphasis was on the Certificate in Adult Education (CAE) that community college instructors must obtain within a specified period of time. The CAE program was divided into distinct chronological stages and, subsequently, analyzed under the categories of product, process, and mission. The three eras were (1) the establishment phase (1971 to 1976), (2) the installation stage (1976 to 1980), and (3) the assessment stage (1980 to present). Analyses showed that the CAE program had a small, and rather insignificant impact on the product, or the quality of instruction. In regard to process, the value of the CAE program to the institutions and the province was seen to be more in its existence as a concession to a need than in its effect. The mission analysis yielded the conclusion that the provincial government perpetuates the status quo in postsecondary education by allocating proportionally more priority to elementary, secondary, and university education than to its postsecondary, adult, and continuing education division. (Appendixes, making up approximately one-third of the paper, include the CAE philosophy and description, CAE course content, and criteria for CAE instructor selection.) (YLB)

ED 231 979 CE 036 390

Taggart, Robert
Youth Jobs Programs: The Critical Need for a Comprehensive Strategy. Testimony before the House Education and Labor Committee.
Remediation and Training Inst., Alexandria, VA.
PUB DATE- 7 Mar 83
LANGUAGE- English

ED 231 992 CE 036 425

Drewes, Donald W.; Bice, Garry R.
Occupational Information and Vocational Education: A Concept Paper.
Research Triangle Inst., Durham, N.C.
SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.; North Carolina State Occupational Information Coordinating Committee, Raleigh.
PUB DATE- Mar 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Civil Rights; Data Analysis; Data Collection; Demand Occupations; Demography; *Educational Administration; *Educational Planning; Employment Patterns; Employment Projections; Energy; Equal Opportunities (Jobs); Females; *Information Needs; Information Sources; *Information Systems; Information Utilization; Labor Force; Labor Needs; Labor Supply; Labor Utilization; Linking Agents; Long Range Planning; National Programs; Needs Assessment; *Occupational Information; Postsecondary Education; Productivity; Program Administration; School Districts; Secondary Education; *Vocational Education
IDENTIFIERS- *Occupational Information System

In order to be maximally effective, an occupational information system (OIS) designed to support vocational education planning, administration, and client services should contain information dealing with energy, women in the work force, productivity, population demographics, equal opportunity, civil rights, coordination and linkage, new and changing occupations, resource limitations, and the world economy. Occupational information is needed to make decisions that are related to long-range planning, economic development, personnel development, curriculum development, facilities and equipment planning, program monitoring, evaluation and compliance, organizational development, policy and legislation formulation, budget justification, funding allocation decisions, and research and information development. Particularly needed are data pertaining to occupational demand, occupational supply, occupational characteristics, complimentary occupational information, and supply and demand analysis. Much of the information that is available in these areas is not, however, suitable for inclusion in an OIS. Often, existing data are incomplete, limited in scope, and inconsistently based on ambiguous criteria. In light of these informational needs, the National Occupational Information Coordinating Committee (NOICC) should take immediate action to establish the requirement definitions for an OIS that will be

Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Adults; *Allied Health Occupations Education; *Inhalation Therapists; *Medical Services; *Patients; Postsecondary Education; *Practical Nursing
IDENTIFIERS- *Intravenous Therapy; Respiratory Diseases

These two units for students in a practical nursing program provide supplemental instruction in caring for adult patients receiving inhalation and intravenous therapy. Unit titles are The Administration of Intermittent Positive Pressure Breathing (IPPB RX) and Intravenous Therapy of Fluids and Blood. Each unit contains the following: objectives, an introduction, and five to nine learning strategies. A learning strategy may consist of a reading assignment, an information sheet, a task, a laboratory assignment, a clinical experience, a worksheet, viewing of an audiovisual aid, a group activity, or a patient situation (case study). A self evaluation guide and a selected patient care plan are also provided. (YLB)

ED 232 006 CE 036 450

Assisting the Adult with a Respiratory Condition. Care of the Adult.
Anoka-Hennepin Area Vocational Technical Inst., Minn.
SPONS. AGENCY- Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Adults; *Allied Health Occupations Education; Clinical Diagnosis; *Communicable Diseases; Diseases; *Medical Services; *Patients; Postsecondary Education; *Practical Nursing
IDENTIFIERS- *Lungs; *Respiratory Diseases; Respiratory Distress Syndrome

These three units for students in a practical nursing program provide supplemental instruction in caring for adult patients with respiratory conditions. Unit titles are Introduction to Care of the Patient with a Respiratory Condition, Infectious Respiratory Conditions, and Chronic Lung Conditions. Each unit contains the following: objectives, an introduction, and five to nine learning strategies. A learning strategy may consist of a reading assignment, an information sheet, a task, a laboratory assignment, a clinical experience, a worksheet, viewing of an audiovisual aid, a group activity, or a patient situation (case study). A self evaluation

School Diploma.
New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.
PUB DATE- 83
LANGUAGE--English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Responsibility; *Adult Basic Education; Adult Education; Adult Programs; Arithmetic; Behavioral Objectives; Counseling; Counselor Role; *Curriculum; English; *English (Second Language); *External Degree Programs; Guidelines; *High School Equivalency Programs; Listening Skills; *Program Administration; Program Implementation; Reading Skills; Speech Skills; Teacher Responsibility; Writing Skills

This manual provides materials to help managers, counselors, and teachers of the Adult Education Act, the Welfare Education Program, and State-Funded High School Equivalency or External High School Diploma programs in New York operate effectively. It would also be helpful to managers of any program for adults leading to a secondary credential. The seven basic functions of an effective adult basic education/high school equivalency program are discussed in the first section. The second section describes the federal, state, and division of continuing education requirements with which a program must be in compliance. Separate lists are given for the Adult Education Act and Welfare Education Programs and for State-Funded High School Equivalency Programs. The next three sections outline the responsibilities of the administrator, the instructor, and counseling personnel. Five adult basic education curricula are contained in the final section of the manual. Skill objectives are provided for reading, writing, arithmetic, listening and speaking the English language, as well as English as a second language (ESL). The reading and writing curricula divide skills into four levels. The ESL curriculum includes listening; speaking; reading; writing skills; and reference listings, describing grammatical structures, that are divided into four levels of student competency. (YLB)

ED 232 020 CE 036 475

Job Training Partnership Act. Implications for Educators.
New York State Education Dept., Albany.
PUB DATE- Jul 83
LANGUAGE- English

Tests and how they are used. The guide is divided into four sections. The first section explains the nature and purpose of the tests, including test development, what the battery measures, administration, organization of the tests, and sample test items. The second section covers statistical data concerning the tests including reliability and the standard error of measurement. In the third section, uses of the test battery are explained. Benefits mentioned are the improvement of instruction, school and community research, and student benefits. In the last section, information on using the test results is provided. Appendixes to the guide contain sample forms and results of the tests. (KC)

ED 232 034 CE 036 509

Lombana, Judy H.
Success for Students with Visual or Hearing Impairments. Sources to Upgrade Career Counseling and Employment of Special Students.
Florida State Univ., Tallahassee. Center for Studies in Vocational Education.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- Jan 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Career Counseling; Career Planning; *Counseling Techniques; Counselor Role; Educational Diagnosis; *Educational Resources; *Hearing Impairments; *Mainstreaming; Normalization (Handicapped); Parent Student Relationship; Physical Disabilities; School Counseling; Secondary Education; Student Evaluation; *Visual Impairments
IDENTIFIERS- Florida

As one of the publications of the Florida Sources to Upgrade the Career Counseling and Employment of Special Students (SUCCESS) Project, this guide is designed to provide school counselors, occupational specialists, and other guidance personnel with basic information and listings of resources concerning the career guidance needs of handicapped students. This handbook addresses the special needs of students with visual or hearing impairments. The first six of the guide's seven chapters cover the following topics: the counselor and students with visual or hearing impairments, counseling students with visual or hearing impairments, developing

Food Service Occupations in Montana: Scope and Sequence in Wage Earning Home Economics.
Montana State Univ., Bozeman. Dept. of Home Economics.
SPONS. AGENCY- Montana State Office of the Superintendent of Public Instruction, Helena.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Bakery Industry; *Competence; Competency Based Education; Cooking Instruction; Cooperative Education; *Course Content; Educational Planning; Educational Resources; Food Handling Facilities; *Food Service; Foods Instruction; High Schools; Instructional Materials; *Occupational Home Economics; *Occupational Information; State Curriculum Guides; Work Experience Programs
IDENTIFIERS- *Montana

This guide is designed to aid teachers and administrators in the task of planning occupational home economics programs in food production, management, and service occupations for students in the 11th and 12th grades in Montana. In response to a needs assessment of Montana home economics teachers, the guide is organized with a scope and sequence, competencies, and resources for three units. The competencies used were adapted from "A Curriculum Guide in Food Service" from the Utah State Board of Vocational Education. One, two, or three units can be used in occupational home economics programs, depending on local needs. These units include a 9-week plan for an overview of food service occupations, an 18-week plan for food preparation occupations, and a 9-week unit in food service operations. A list of resources for cooperative work programs and a resource list of curriculum materials aimed at the special needs of learners in occupational home economics classes are included in the guide. (KC)

ED 232 049 CE 036 570

Montana Vocational Home Economics Curriculum...Flow Charts and Learner Outcomes. Revised.
Montana State Univ., Bozeman.
SPONS. AGENCY- Montana State Office of the Superintendent of Public Instruction, Helena.
PUB DATE- Jun 80
LANGUAGE- English

Art Reviews; Student Characteristics; Teacher Education; Teaching Methods; Technical Education; *Trade and Industrial Education; *Trade and Industrial Teachers

This third edition of a review and synthesis of research for trade and industrial (T&I) education concentrates primarily on studies reported from 1977 to 1982, including some significant work published since the second edition (1969). Relevant research was identified through searches of the Educational Resources Information Center, the National Technical Information Service, Defense Logistics Studies Information Exchange, and the Dissertation Abstracts International databases. A selective discussion of representative and exemplary studies in the field, the document covers these aspects of T&I: (1) philosophy and scope, (2) student characteristics and needs, (3) curriculum development (i.e., models and frameworks, content determination, affective and transferable skills, and competency-based education), (4) instruction and learning (i.e., systems development, technology, computer-assisted instruction, psychomotor skills, cognitive and affective learning, and youth groups), (5) teacher education, (6) administration, and (7) evaluation. Some relevant technical training research conducted by the U.S. armed forces is also included. A summary of the state of the art, areas for future research, and an extensive bibliography of the cited studies conclude the document. (SK)

ED 232 063 CE 036 762

Stone, Antonia
Microcomputer Software for Adult Vocational Education: Guidelines for Evaluation. Information Series No. 261.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-81-0035
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (Order No. IN261).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods*Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

meeting; suggestions for adapting the material; methods for evaluation; and samples of informational handouts, activity sheets, surveys, or homework assignments which can be reproduced for each group member. In addition, each seminar section concludes with an overview of the organizational framework for the seminars, a list of goals for each meeting, and a reference list. (WAS)

ED 232 077 CG 016 771

Baumann, Donald J.; And Others
Phoenix South Community Mental Health Center Family Stress Program. Final Evaluation Report.
Phoenix South Community Mental Health Center, Ariz.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Community Problems; *Cooperative Programs; Crime Prevention; *Crisis Intervention; Family Problems; *Family Programs; Human Services; *Mental Health Programs; *Police; Police Community Relationship; Stress Variables

This paper presents the evaluation of the Family Stress Program, which was designed to deliver human services and save valuable police time through intervention in police calls involving individuals and families in crisis. A brief description of the program's structure, purpose, and development, and a listing of program goals (preventing the breakdown of the family unit and increasing its coping skills; reducing the recurrence of family fights; and reducing police time spent on family fights), are presented in the initial sections. The types of social regulation calls (defined as calls to police requiring both crime control interventions and interventions in the emotional and personal needs of the crime's victim) and human service calls responded to by the Family Stress Program Team are described. Police activities and how they are enhanced by the Family Stress Team are discussed. A comparative time analysis of the social regulation and human service activities of both the police and the team during the first year of funding (May 1981-April 1982) are provided, along with 21 statistical tables illustrating the comparisons. The final section presents conclusions on the Family Stress Program's functioning for each goal established prior to the program's implementation. In addition, specific recommendations related to each goal are presented; the recommendations are based on both observation and

Summary of the Evaluation of the Phoenix Pilot Drug Program. .

Pacific Inst. for Research and Evaluation, Napa, Calif.

SPONS. AGENCY- Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE- Dec 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Alcoholism; Attitude Change; Counseling Services; Delinquency Prevention; *Drinking; *Drug Abuse; *Drug Education; *Educational Environment; Outreach Programs; Parent School Relationship; *Program Effectiveness; Program Evaluation; Secondary Education; *Secondary School Students
IDENTIFIERS- *Phoenix Pilot Drug Program

The goal of the Phoenix Pilot Drug Program is to provide a drug/alcohol free educational environment which will enable students to reduce their drug/alcohol usage and function in a regular school program. To determine the degree to which the program is accomplishing these short-term goals, and also to examine the adequacy of the counseling program, the academic environment, and the relationship between parents and school, process evaluation data were collected through observation of counseling sessions and classes; review of course materials, objectives, and school records; and interviews with students and staff, and the principal. A matched comparison student was selected for each Phoenix school student in the sample, to confound uncontrolled sources of variation; 10 Phoenix school students were included in the study. The findings, summarized in terms of program goals and objectives, showed that the program is effective in providing a drug free environment for students while they are in school. However, students' self-reports indicated that the program had no effect in reducing overall drug and alcohol use. The program did appear to be strengthening students' commitment to school and the rebuilding of good school habits. The counseling program was not found effective in decreasing drug use or in improving students' self-esteem. An individualized academic environment was found lacking, but learning habits had improved. While the partnership between school and home requires further investigation, indications are that more parent involvement is needed. (JAC)

ED 232 092

CG 016 786

Guyot, Gary W.; White, Doris Wossum

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Counselor Training; Experiential Learning; *Group Counseling; Group Dynamics; Group Therapy; *Leadership Training; Professional Education; Program Descriptions; Role Playing; Simulation; *Training Methods

A basic problem in preparing group counseling leaders is providing an instructional program which gives both information about group work and experience in leading groups. The Structured Counseling Role Interpersonal Phased Transactions (SCRIPT) format attempts to reduce this problem. Frequently, students are required or expected to participate in a counseling group in order to learn group leadership skills; SCRIPT attempts to avoid the role ambiguity and other problems inherent in such a requirement by using simulation or role playing exercises. As a structured experience, SCRIPT permits many behaviors inherent in a group to occur spontaneously, demonstrating to students that, while group process generalizations exist, each group experience has its own characteristics. SCRIPT is based on the assumption that group development is sequential and thematic in nature; this focus helps students differentiate between natural and therapeutic interactions. A SCRIPT role-play generally proceeds as follows: the general purpose and developmental stage of the group are identified; students secretly choose a personality structure to role-play, a leader (either student or instructor) is chosen; and the episode is videotaped and later analyzed. This process helps students understand the group procedures discussed in didactic courses. (WAS)

ED 232 107 **CG 016 801**

Harper, Patricia
Changing Laws for Changing Families. Discussion Paper Number 9.
SPONS. AGENCY- Institute of Family Studies, Melbourne (Australia).
REPORT NO.- ISBN-0-642-88455-2
PUB DATE- May '82
AVAILABLE FROM- Editor, Institute of Family Studies, 766 Elizabeth Street, Melbourne, Vic 3000, Australia.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adoption; Divorce; *Family Characteristics; Family Life; *Family Structure; Foreign Countries; Foster Family;

implementation. The areas discussed are: adequacy of existing services, agency coordination of communication, community education, self-help groups, and needed emergency services. Specific recommendations, based on survey results, are provided for community education, education in the schools, staff training, inter-agency coordination, self-help groups, emergency services, and needed new services. Appendix A contains the survey questions and tabulated results. (MCF)

ED 232 121 CG 016 815

International Seminar on In-Service Training of Graduated Teachers for Guidance and Counselling of Youth (Prague, Czechoslovakia, March 22-26, 1982). Final Report.

European Information Center of the Charles Univ. for Further Education of Teachers. Prague (Czechoslovakia).

PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Adolescents; Children; *Counselor Training; Elementary Secondary Education; Foreign Countries; *Inservice Education; *Professional Continuing Education; *Professional Training; *School Counselors
IDENTIFIERS- Czechoslovakia; Europe

This report summarizes the proceedings of the international seminar for guidance counselors which focused on: (1) the social function of the system of guidance and counseling services, and the task of the school counselor in this system; and (2) the aims, tasks, content, and organization possibilities of educational, research, and information cooperation in the solution of problems on regional and international levels. A brief overview of the 48 specialists from 12 European countries who participated in the seminar is followed by a description of the framework of the seminar and lists of the members of the preparatory and organizational committees. A brief outline of the schedule for each of the 5 days is provided along with a summary of the issues dealt with by participants including: (1) prestige of the school counselor; (2) meetings at which school counselors could share their experiences; and (3) inclusion of work with parents, teachers, and other interested institutions in programs of in-service education. The 15 final recommendations adopted by conference participants are presented and include organizing joint the early 1980s. Developmental differences may also account for differences among scores. When there are improvements or declines in literacy over time, it is well to look at what and how students were taught, not only at the time the decline is observed, but over time. Literacy research seems to be ready for a better balancing of the theoretical with the problem oriented, particularly for the poor, minorities, dyslexics, bilinguals, and the many others who are poorly prepared by their early experience. (HOD)

ED 232 136 CS 007 205

Becher, Nancy A.
Usando el Periodico durante el desarollo (Growing Up Using the Newspaper: Ideas for Parents).
PUB DATE- Nov 82
LANGUAGE- Spanish; English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Critical Reading; Elementary Secondary Education; Guidelines; *Learning Activities; *Newspapers; *Parent Materials; Parent Participation; Parent Role; *Reading Instruction; *Reading Skills

Written for parents, this guide offers suggestions for using the newspaper at home to practice reading skills, to discover new information, and to teach critical reading. Activities in the guide are arranged according to grade level (kindergarten through grade two, grades one through three, grades four through six, and grades seven through twelve) and range from coloring, marking, tearing, cutting, gluing, and reading the newspaper. (HOD)

ED 232 137 CS 007 206

Becher, Nancy A.
Let's Make the Newspaper Connection.

Turn a Story Hour Into a Family Outing," (M. Silveus) describes a bedtime story program from Monroe County, Indiana. The third article, "Learning Them By Heart," (B. Barton) urges the storyteller not to memorize the stories, but to learn them "by heart." Picture books and drama as powerful tools for language development are discussed in the fourth article, "Creating Pictures in Time and Space" (D. Booth). The fifth article, "The Medford Storytelling Guild, or, 'Volunteers Unlimited'," (P. Blair) describes the voluntary storytelling guild (with a membership of 360) established by the Jackson County, Oregon, Library. (HOD)

ED 232 153 CS 207 513

Avery, Donald R.
The American Newspaper in the Early Nineteenth Century: The Torch-Bearer?
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Content Analysis; *Media Research; *Newspapers; *News Reporting; Social History; *United States History
IDENTIFIERS- *Journalism History; War of 1812

A longitudinal study sought to determine whether American newspapers shifted from foreign to domestic news content at the end of the War of 1812, as journalism historians traditionally believe, or if the shift in fact occurred before then as a result of a heightened American self-consciousness. A sample was drawn from newspapers from 1808 through 1812. Each selected edition was content analyzed according to content categories: domestic, foreign, other, and advertising. Content was measured in inches (physical volume of material) and then converted to word counts. The results indicated that the newspapers printed nearly twice as much domestic content in 1812 than they had in 1808, and the mean levels of foreign content decreased over time from 1808 to 1812, occurring mostly between 1809 and 1810. There was a significant increase over time in mean levels of federal government news. These results indicate that American newspapers became more domestic in content in the years just prior to the War of 1812, rather than during that conflict, as historians suggest. This shift was not due simply to a reduction of news from abroad, but may have resulted from attempts by the editors to print content that was more American in nature, or that was newsworthy. It

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *College Curriculum; *Content Area Writing; Higher Education; *Interdisciplinary Approach; Learning Problems; Program Development; Student Attitudes; Surveys; Teacher Attitudes; *Writing Instruction; *Writing Research; *Writing Skills
IDENTIFIERS- Murray State University KY

Four hundred faculty members in the six different colleges at Murray State University, Kentucky, were surveyed to determine students' attitudes toward writing, faculty members' perceptions of student writing ability, and faculty members' use of writing in their own disciplines. Tentative conclusions from survey findings suggest that faculty members: (1) strongly support both the basic freshman composition requirement and the emphasis upon writing in general education courses; (2) endorse upper division writing courses; (3) accept responsibility for teaching writing skills in their own disciplines, but would like to learn to use writing more effectively in teaching concepts; (4) see students as having major problems in controlling their subject matter and editing their writing; and (5) express concern about their students' writing difficulties and offer help during the composing process. Indicating faculty commitment to writing excellence, the survey results suggest that measures to strengthen the university's writing program--such as establishing a committee to enhance the quality of student writing and increasing interdepartmental communication on instructional practices--would receive strong faculty support. (A copy of the survey instrument is appended.) (MM)

ED 232 168 CS 207 654

Duke, Charles R.
How Did You Like It? The Question of Student Response and Literature.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Classroom Communication; Classroom Techniques; Higher Education; Literature; *Reader Response; Secondary Education; Student Role; Teacher Role; *Writing (Composition); *Writing Instruction
IDENTIFIERS- Reading Writing Relationship; *Student Journals

Teachers need not drop entirely the nonliterary aspects of

Roth, Audrey J.
The Boob Tube and Communications Competencies
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Commercial Television; *Communication Skills; *Critical Thinking; English Instruction; Higher Education; *Teaching Methods; *Television Curriculum; Two Year Colleges; *Visual Literacy; Writing Skills

One use of television in the two-year college classroom is to help students to deal with inferences. An inferencing exercise that students have generally enjoyed is watching television for a certain length of time at home and taking accurate notes of the commercials. Then, each student pretends to be a space creature who has just landed and seen the same commercials. Using just the ads noted, each writes a letter (ostensibly from the space creature to its superior back home) telling what the earthlings are like. Another way that television has been useful is in setting up comparison/contrast situations. One activity is to have students audiotape a television news report of a particular event and then compare the treatment it received on television with its treatment in a local newspaper. Television can also be used for teaching about persuasion. Students need to be taught about what to watch and listen for. For example, being aware of color association (bright colors used in commercials, for example) is one way students can begin to "read" television--and the subject elicits various kinds of writing that students on all levels have something to say about. Television can also be used to explain film terminology and technique. Through activities such as these, college students can become television literate and avoid becoming victims of television--becoming so passive that they do not really want to take responsibility for their own learning. (HOD)

ED 232 184 CS 207 701

Suhor, Charles
Thinking Skills in the English Language Arts.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Advertising; *Decision Making; *Ethics; Females; Integrity; Males; *Media Research; *Organizations (Groups); *Organization Size (Groups); Sex Differences; Standards
IDENTIFIERS- *Advertising Agencies

A study compared the decision making process of large and small advertising agencies to determine if the size of the agency, in terms of gross annual billing, had any effect on adherence to the rules set forth in the American Association of Advertising's Standards of Practice. Forty agency employees, 20 from agencies with billings less than $2.5 million, registered degrees of agreement with four statements regarding ethical rule following in five types of relationships: (1) client-agency, (2) practitioner-agency, (3) practitioner-client, (4) practitioner-consumer, and (5) agency-agency. In addition, each answered four questions about general ethics. Analysis indicated that size of agency was not a determining factor in decision making. Specifically, the results showed that the subjects viewed their personal ethics to follow rule utilitarian lines, or the concept of making decisions based on rule following. In addition, subjects conceptualized rule following to be more important in the area of interacting with "close-at-hand" business and social associates than with the "far away" consumer. Males tended to be stronger rule followers than females. (FL)

ED 232 200 CS 207 749

Bazerman, Charles
Discourse Paths of Different Disciplines.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Discourse Analysis; *Expository Writing; *Intellectual Disciplines; *Intellectual History; Learning Theories; *Persuasive Discourse; Writing Instruction; Writing Processes; *Writing Skills

To contribute intelligently to the scholarly debate in their field, students must realize that variations in vocabulary, stylistic conventions and methods of argumentation among different disciplines' literature reveal distinct assumptions about and for papers to be presented; (5) committees, policy bodies, and other mechanisms by which problems may be posed; and (6) offices to put on vitas. The responsibility of the retrenchment review process, however, ultimately falls to the department. The department should cooperate in making available relevant data, requested and not requested, as well as assure and assert its right to respond and to appeal adverse decisions. In doing so, the department should call on the associations and others to help. Outside help can be helpful for maintaining the morale of the department under attack. (HOD)

ED 232 216 CS 504 189

Bamberger, Nancy J.; Goodfriend, Kathleen K.
Report of the "KPBS Interactive Videotex Project."
KPBS-TV, San Diego, Ca.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Computer Oriented Programs; Educational Television; *Home Programs; Information Systems; Investment; *Media Research; *Online Systems; Program Descriptions; Program Evaluation; *Programing (Broadcast); Telecommunications; *Videotex
IDENTIFIERS- *Interactive Videotex Project

Defining videotex and teletext as the most revolutionary innovations in communication since the invention of movable type, this paper describes The Interactive Videotex Project of public television station KPBS in San Diego, California. Following a brief overview of videotex and teletext technologies, the paper discusses (1) the development of the Interactive Videotext Project and its first televised series, "Understanding Your Investments"; (2) the INDAX two-way cable system; (3) videotex design elements, including the nature of the medium, the content area, the users, and the technical parameters; (4) the working model of the instructional design of the investment series; (5) considerations in designing and writing videotex screens, including the INDAX system design, the needs of the user, and subject matter; (6) the step-by-step development of one lesson in the investment series; (7) the evaluation of the Project; and (8) the role of videotex on public television. Appendixes contain description of the working model for the investment series and other materials drawn from the Project.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Censorship; Comparative Analysis; Foreign Countries; *Government Role; *Information Dissemination; *Information Sources; International Studies; *Media Research; News Media; *News Reporting; Press Opinion
IDENTIFIERS- Great Britain; United States; USSR; West Germany

A Study investigated the informal methods of governmental information control used in four countries--the United States, Great Britain, West Germany, and the Soviet Union--to determine how the governments discretely and quietly limited unfavorable publicity. The examination revealed seven possible control methods: (1) preemptive leaks, (2) coverups, (3) "rough stuff," (4) persuasion, (5) retaliation against whistle blowers, (6) limitations on national freedom of information policies, and (7) establishment mentality. The examination showed that governments in all four countries desired to limit information about their activities. Similarly, the media in all four countries appeared to be compliant. There were, however, important differences; in the Soviet Union, informal controls were sometimes literally a matter of life and death, while those in the other three nations appeared to be more humane. (FL)

ED 232 232 CS 504 295

Cissna, Kenneth N., Ed.
Symposium: Application of Communication Theory to Communication Practice.
University of South Florida, Tampa.
PUB DATE- 82
AVAILABLE FROM- Department of Communication, University of South Florida, Tampa, FL 33620 ($7.00, single issue, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTIONS- *Communication Research; *Communication Skills; Figurative Language; Language Usage; *Learning Theories; *Models; Semiotics; *Speech Acts; *Speech Communication; Speech Instruction
IDENTIFIERS- Theory Development; *Theory Practice Relationship

The seven articles in this journal issue focus on the relationship between theory and practice in human communication. Topics discussed

Carron, Gabriel; Chau, Ta Ngoc

Reduction of Regional Disparities: The Role of Educational Planning.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

REPORT NO.- ISBN-92-803-1100-X

PUB DATE- 81

AVAILABLE FROM- IIEP Publications, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris, France (Order No. A.95; 40 francs; also available in French).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010) Reports - Research/Technical (143)

DESCRIPTIONS- Case Studies; Comparative Analysis; *Differences; *Education; Educational Assessment; Educational Cooperation; Educational Environment; *Educational Planning; Educational Strategies; Evaluation Methods; Foreign Countries; Global Approach; *Regional Characteristics; *World Problems

IDENTIFIERS- Africa; Asia; Europe

Based on eight monographs presented and discussed at a working meeting of the International Institute for Educational Planning (IIEP) in 1977, this summational report is intended to be used by educational planners for a reduction of regional disparities through school network reorganization and improvements in educational service. Part I discusses the regional approach to the problem of educational disparities with reference to countries such as Thailand and Kenya, identifying both interregional and intraregional disparities. Part II establishes criteria for measuring disparities, beginning with such commonly used indicators as quantitative expansion of the education system and efficiency of educational service, and demonstrating three different types of evaluative analysis: evolution of disparities in time; evolution of disparities at different levels of the education system; and the relation between educational, economic, and social disparities. Part II also includes a proposed classification of educational indicators for analytical purposes. While part III focuses on disparities in educational access, school progress, and scholastic achievement, part IV reviews measures currently envisaged by governments for reducing regional disparities and discusses their implications for educational planning. (JBM)

*Educational Innovation; *Educational Planning; *Experimental Curriculum; Graduate Medical Education; Higher Education; Instructional Systems; *Integrated Curriculum; *Medical Schools; Science Curriculum; *Systems Analysis; Teaching Hospitals

As traditional medical school curricula began to be criticized in the 1950s, various alternatives were proposed, including the organ-system based curriculum (organized around the organ systems of the body) and the problem-based curriculum (organized around clinical problems). From an open systems perspective, any such medical school curriculum change raises questions about the innovations's potential effect on all three sectors of the institution: education, service (patient care), and research. Analysis of the planning process involved in curriculum change thus includes three dimensions: centrality (priority within a school's total set of objectives), locus (location of the institutional decision-making apparatus), and inclusivity (implications for other noncurricular activities). Two case studies of the efforts of one well-established and one recently established medical school to institute organ-system-based and problem-based curriculum change reveal quite different experiences. Results of the studies--based on interviews, analysis of written materials, and observation--confirm three general hypotheses: the more central an innovation to the institution's goals, the more likely it is to be maintained; the institutional locus of planning that maintains the innovation will parallel the locus of power; the more inclusive the innovation, the more likely it is to be maintained. (JBM)

ED 232 261 EA 015 808

Caldwell, William E.; Daywalt, Ralph E.
A Model for the Prediction of Organizational Conflict.
PUB DATE- 11 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrative Organization; Bureaucracy; *Collective Bargaining; *Conflict; Elementary Secondary Education; Employer Employee Relationship; Horizontal Organization; *Models; Power Structure; Public Education; School Districts; *Teacher Administrator Relationship; Teacher Associations; *Teacher Strikes; Unions; Vertical Organization
IDENTIFIERS- *Pennsylvania

the teachers. The factors precluding a settlement were the lack of pressure from parents for an end to the strike, the rigid position on each side of the bargaining table, and the unwise use of mass media as a public information forum. A number of other findings emerged concerning results of the strike, most of them negative. (Author/JM)

ED 232 275 EA 015 825

Townsend, Richard G.
The Disputatiousness of Canadian Politicians of Education: A Partial Report of a National Study.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- •Administrator Attitudes; •Conflict; Elementary Secondary Education; Foreign Countries; Political Attitudes; •Political Influences; •Politics of Education; •Social Theories
IDENTIFIERS- •Canada

For an exploration of the components and sources of disputatiousness, Canadian education administrators identified 181 legislators and school board members in 5 regions (British Columbia, Quebec, Prairie provinces, Atlantic provinces, and Ontario) who provided data in interviews. Two coders' judgments of interview transcripts subjected to factor analysis produced four components of disputatiousness: conflict-mindedness, moralism, cynicism, and cabal-finding. (Findings indicate that disputatiousness or its absence is attributable to historical influences such as the founding fathers (the hierarchical and status-conscious Britons in British Columbia), formative events (the bicultural clash of French and English founders in Quebec), technologies of communication (the voluntary and cooperative associations created in the Prairie provinces to cope with such problems as adverse weather and vast distances), and the economic infrastructure (described by Marxists in the Atlantic provinces as traditionally under corporate control, which hinders the development of competing ideologies). All four influences exist in Ontario. Statistics suggest legislators and board members in the Prairie and Atlantic provinces are less confrontative than counterparts in other regions. Suggested further research includes a study of random samples of politicians to ascertain this study's validity and a comparison of this study's

Safety Center.
SPONS. AGENCY- California State Office of Criminal Justice Planning, Sacramento.; Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.
PUB DATE- Apr 83
AVAILABLE FROM- School Safety Center, Office of the Attorney General, P.O. Box 13197, Sacramento, CA 95813
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Behavior Patterns; *Child Abuse; *Child Neglect; Elementary Secondary Education; Guidelines; Identification; *Legal Responsibility; *School Responsibility; *Teacher Responsibility
IDENTIFIERS- California; PF Project

Addressing educators and citing the California Penal Code, this booklet discusses the legal responsibilities of persons in child care situations regarding incidents of suspected child abuse. Included are: (1) a definition of child abuse and neglect; (2) reporting procedures including liability of failure to report and immunity of the reporting person; (3) physical and behavioral indicators in children who suffer from physical abuse or neglect, sexual abuse, and emotional abuse or deprivation; and (4) noticeable parental behaviors which may indicate abuse. (EM)

ED 232 289 EA 015 903

Scrimger, Glen C.; Elder, Rory
School Security Handbook: "Get a Handle on a Vandal."
California State Office of the Attorney General, Sacramento. School Safety Center.
SPONS. AGENCY- California State Office of Criminal Justice Planning, Sacramento.; Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.
PUB DATE- Jul 81
AVAILABLE FROM- School Safety Center, Office of the Attorney General, 555 Capitol Mall, Suite 655, Sacramento, CA 95814
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Guides; Alarm Systems; *Crime Prevention; Elementary Secondary Education; Facility Inventory; Needs

probable cause standard. Court decisions reveal a pattern that increases the standard of reasonableness required on a continuum from the student's desk and locker to car, clothes, and person. Two cases of strip searches were invalidated. The appendix at the end of the chapter contains two sample forms--one a board of education policy statement about searches, the other a notice to students. (MLF)

ED 232 304 EA 016 008

Melvin, Leland D.
Legal Aspects of Pupil Evaluation.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see EA 016 000.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Admission (School); *Court Litigation; *Educational Malpractice; Elementary Secondary Education; Federal Courts; Grades (Scholastic); *Graduation Requirements; *Minimum Competency Testing; School Law; School Segregation; Standardized Tests; State Courts; *Student Evaluation; Test Results

The intent of this chapter is to emphasize the student evaluation aspect over other legal principles. Several cases illustrate that courts will interfere with school boards' authority to determine placement of pupils only when a violation of constitutional or statutory rights of a student occurs. In the matter of sanctions against students that take the form of grade reduction, school authorities are often not supported. The uses of standardized tests and the appropriate use of test results have depended on the courts' judgment of whether the tests were used to perpetuate segregated classes. Four cases are cited in which the judges declared that raw scores of test results must be released by schools, whereas test scores of individual pupils were not to be released. Cases concerning students were cited in the areas of graduation, diplomas, and minimum competency testing. In educational malpractice decisions, courts have not yet awarded damages; however, individual educators were not protected from liability for intentional torts. (MLF)

Classroom ideas and resource information for teachers in the areas of visual, hearing, and mobility impairments; developmental handicaps; and mental illness are presented. For each disability three topics of discussion are introduced to help the student understand individuals who have the disability. The first discussion area deals with the personal experience of having a particular disability, including everyday functions (e.g., dressing, shopping) and special equipment. The second area concerns the movement/activities of the disabled in the community, the choices and barriers they face, and the kinds of special services that help them surmount the barriers. The third area is designed to help the nonhandicapped person feel more comfortable when meeting the handicapped and to enable them to be most helpful to the handicapped person. For each section, there are true-false statements, questions to stimulate discussion, and activities to enhance the learning experience. In addition, resource information accompanies each of the five sections on disabilities. The resources include background information on the impairment, a glossary of terms and issues; and a listing of names of organizations, films by educational levels, and books by educational level. In addition, bibliographies of 20 general resources, 7 book lists, and 6 film resources are appended. (SEW)

ED 232 321 EC 152 586

Cressey, John D.
Suspension and Expulsion in Special Education: A Technical Assistance Guide.
SRI International, Menlo Park, Calif.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Div. of Educational Services.
REPORT NO.- SRI-P-7124
PUB DATE- Nov 82
CONTRACT- 300-78-0030
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Guides; *Behavior Problems; Court Litigation; *Disabilities; *Discipline Policy; Elementary Secondary Education; *Expulsion; Federal Regulation; Individualized Education Programs; Public Education; Public Policy; *Student Placement; *Suspension

administration of a community-based work and living program for deaf-blind and other severely disabled adolescents and young adults is presented in two volumes. Volume I, an administrative manual independently titled "Community Based Training. Work and Independent Living Training for Severely Handicapped Deaf-Blind Adolescents and Youth Adults," presents forms and inventories for recordkeeping and assessment purposes and covers the following concerns: the population, admission, choosing an apartment location, rules, staffing considerations, vocational alternatives, work placement and training, agency cooperation, transportation, funding, and evaluation. Additional details of the curriculum framework, staff inservice training, community training, and parent counseling are provided. Appended materials include: the "Domestic Living Skills Observation Checklist"; "Meadow/Kendall Social Emotional Inventory"; forms needed for admission, review, and dismissal; and a staff self-assessment inventory. The second volume, a curriculum guide independently titled "Community Based Independent Living. A Guide to Programming For Severely Disabled Adolescents," includes descriptions of real life situations and approaches that have been successful. The first section addresses the following concerns: the clients, apartments, staff, daily schedule, admission criteria and procedures, evaluation, recordkeeping, and discipline. The second section considers the curriculum areas of domestic living, sex education and family living, and leisure-recreation. Specific areas of the curriculum include: self-care, home management, personal/social adjustment, and individual and group recreation. Specific user concerns regarding practice characteristics and replication of the model are covered in chart form. (SEW)

ED 232 335 EC 152 615

McKee, Marlene, Comp.; And Others
Occupational and Physical Therapy Services, School Based Programs: An Organizational Manual, 1982-83.
Harris County Dept. of Education, Houston, Tex.
PUB DATE- 83
AVAILABLE FROM- Harris County Department of Education, 6515 Irvington Blvd., Houston, TX 77022 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Delivery Systems; Diagnostic Tests; *Disabilities;

project, description, evaluation design, evidence of effectiveness, and names of contact persons. Sample projects include language arts programs for gifted and talented students, writing skills instruction for average and above average students, a prevention oriented tutoring program for high risk primary grade students, language enrichment for gifted students, supplementary reading instruction for students with reading difficulties, and oral language programs for high risk young children. (CL)

ED 232 350 EC 152 630

Zitzow, Darryl; And Others
Human Sexuality for the Mentally Retarded.
SPONS. AGENCY- South Dakota State Div. of Elementary and Secondary Education, Pierre.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Behavior Modification; Elementary Secondary Education; *Inservice Education; Knowledge Level; *Moderate Mental Retardation; *Sex Education; *Sexuality

The Human Sexuality for the Mentally Retarded program sought to provide cognitive awareness of human sexuality for mentally retarded trainable residents (5 to 21 years old) as well as inservice staff training regarding attitudes and cognitive awareness changes. Cognitive awareness training focused on body parts, discrimination of the sexes, puberty changes, menstrual hygiene, social behaviors, and appropriate behaviors. Inappropriate behaviors in residents were observed and individual behavior modification programs were carried out for nine residents. Inservice training involved 456 participants. Climate observation or questionnaire formats were used to measure the program's effectiveness. Resulting data are presented for each activity indicating a significant increase in resident cognitive awareness of human sexuality, a reduction in inappropriate sexual behaviors of residents, a positive change in attitudes of staff, and an understanding of much higher degrees of sexually inappropriate behaviors by residents in unstructured settings. The project was found to be exportable, and replication considerations are given. (CL)

Education; Community Colleges; *Counseling Techniques; Educational Practices; Higher Education; Individualized Instruction; *Labor Turnover; Models; *Nursing Education; Pilot Projects; Postsecondary Education; Program Content; Program Effectiveness; Program Implementation; Psychological Testing; Student Evaluation

IDENTIFIERS- *BEST IDEA; Lazarus (Arnold); *Multimodal Counseling; Odessa College TX

A multimodal career education model entitled BEST IDEA was field tested as an approach to the problem of retaining skilled nurses in the work force. Using multimodal assessment and intervention strategies derived from the multimodal behavior therapy of Arnold Lazarus, researchers developed an individualized career development assessment and counseling program for use with student nurses. To test the program, researchers offered a two-semester-hour applied psychology course that was designed to serve as an entire unit of multimodal career education to 17 freshmen entering the career ladder nursing program at Odessa College in Texas in the spring of 1981. Addressed during the course were the following modalities: behavior, emotion, self-talk, thought, interpersonal relationships, developmental level, economic and societal factors, and alpha factors (those which affect physiological functioning, such as drug or alcohol abuse). Nine of the initial 17 students completed the program, causing the researchers to conclude that many students changed perceptions about careers in nursing. Participation in the program was associated with gains in assertiveness, sex role flexibility, personal adjustment, and career commitment. Based on the field test, researchers recommended a number of group and individual activities for use in any career development program. (MN)

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adolescents; *Disadvantaged Youth; Economic Development; Educational Needs; *Employment Problems; *Employment Programs; Federal Programs; Job Placement; *Job Training; Models; Policy Formation; Program Development; *Public Policy; Young Adults; *Youth Employment
IDENTIFIERS- Job Corps; Job Training Partnership Act 1982

In times of economic recession, dollars for job training and job placement programs grow scarcer, and those that are available tend to go to middle-class workers who are displaced or temporarily unemployed. The structurally unemployed--primarily the poor, the less educated, and minority youth--find it harder to compete for the needed training, and their situation becomes even more desperate than it is in times of recovery or economic growth. Common sense, equity, and efficiency would argue for exactly the opposite approach, beginning earliest with jobs targeted on areas and groups with the most severe problems. Youth programs should be first, not last, on the agenda; and among youth programs, those combining work, education, and training for the most disadvantaged, rather than conservation experiences for the most advantaged, should receive first priority. For the 1980s, a youth job strategy with the following elements should be implemented: (1) the use of Job Corps programs, which have been proven successful, in high technology training for youth; (2) a public service career intern program; (3) community improvement ventures; (4) entitlement projects similar to the successful Youth Incentive Entitlement Pilot Projects models; (5) the development of youth community service projects; (6) expanded summer programs; and (7) the expansion of the Conservation Corps. These proposed youth jobs programs all have education and training components built in from the outset. They can be used in concert with the Job Training Partnership Act, and they will help avoid the jobs programs mistakes of the past. (KC)

responsive to both the short- and long-range planning needs of national, state, and local vocational education agencies. (MN)

guide and a selected patient care plan are also provided. (YLB)

ED 232 007   CE 036 451

Assisting the Adult with a Respiratory Condition: Pharmacology. Care of the Adult.

Anoka-Hennepin Area Vocational Technical Inst., Minn.

SPONS. AGENCY- Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Adults; *Allied Health Occupations Education; *Drug Therapy; Drug Use; *Medical Services; *Patients; *Pharmacology; Postsecondary Education; *Practical Nursing
IDENTIFIERS- Antibiotics; *Respiratory Diseases

These two units for students in a practical nursing program provide supplemental instruction, with a focus on pharmacology, in caring for adult patients with a respiratory condition. Unit titles are Antibiotics, and Drugs that Affect the Respiratory System. Each unit contains the following: objectives, an introduction, and five to nine learning strategies. A learning strategy may consist of a reading assignment, an information sheet, a task, a laboratory assignment, a clinical experience, a worksheet, viewing of an audiovisual aid, a group activity, or a patient situation (case study). A self evaluation guide is also provided. (YLB)

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adult Education; Adult Programs; Career Education; *Economically Disadvantaged; Eligibility; *Employment Programs; Federal Aid; *Federal Legislation; *Federal Programs; *Job Training; Minority Groups; Program Administration; Secondary Education; State Aid; Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982

Information is provided for educators concerning the Job Training Partnership Act (JTPA), a federal training-for-employment act replacing the Comprehensive Employment and Training Act. The bill is reviewed, and its major provisions and titles are listed. Common terms of the JTPA are provided. Discussion follows of the governance structure at the state level and at the local level, which has three primary components: the service delivery area, the private industry council, and the job training plan. Attention is then given to federal and state funding. Other topics covered are performance standards for youth and adult programs and eligibility requirements. An estimated timetable for JTPA is included. A question and answer section highlights the JTPA issues of major importance to the educational community. The educational School-to-Employment Program (STEP) that meets the intent of JTPA is then described. Appendixes, making up almost two-thirds of the publication, contain overviews of 17 current programs congruent with the goals of JTPA. Information provided in each description includes program purpose, program characteristics, the relationship to JTPA legislation, JTPA performance standards that may be met by the program, and the address of a source for additional information. (YLB)

positive attitudes toward such students, career and educational planning, psychoeducational assessment (including lists of tests available for visually or hearing impaired students), and working with parents. The seventh chapter lists resources available for working with disabled students. A bibliography completes the handbook. (KC)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Behavioral Objectives; Birth; Child Development; Clothing Instruction; Competence; Competency Based Education; Consumer Education; *Course Content; *Course Objectives; Food; Foods Instruction; High Schools; *Home Economics; Home Furnishings; Housing; Individual Development; Junior High Schools; Middle Schools; Nutrition; Nutrition Instruction; *Occupational Home Economics; Parenthood Education; Sewing Instruction; Sexuality; State Curriculum Guides; Textiles Instruction
IDENTIFIERS- *Montana

This publication was designed to assist home economics teachers, school administrators, guidance counselors, and community and parent advisory groups in Montana to plan vocational home economics programs. Information included in the publication is intended to define concepts and to provide suggested learner outcomes appropriate for home economics educational programs at middle, junior high, and secondary school levels. The guide contains learner outcomes for five subject areas: clothing and textiles, consumer education, foods and nutrition, housing and home furnishings, and human development. For each subject area, learner outcomes are listed for courses on three levels. Flow charts for each subject area show the interrelationships between the various outcomes. The outcome guides were developed by Montana home economics teachers during several workshops. (KC)

DESCRIPTIONS- Adult Education; *Adult Vocational Education; *Computer Assisted Instruction; Computer Managed Instruction; *Computer Programs; *Evaluation Criteria; Guidelines; Individualized Instruction; *Microcomputers; Programing

This guide addresses the applicability of microcomputers to adult vocational training and presents guidelines for creating and evaluating software that specifically addresses adult learning needs. The author first discusses the appropriateness of microcomputers as educational and prevocational tools. She highlights those qualities that are the computer's special contributions to the learning process, such as individualization, impartiality, and capacity for routine, and then explains how these features can eliminate barriers to adult learning. Categories of educational software follow, illustrating the use of the computer (1) as an instructional medium, through drill and practice, tutorials, and demonstrations; (2) as a modeling device, through games and simulations; and (3) as a special-purpose, general-purpose, or tool-making (i.e., programming and authoring languages) tool. The remainder of the document outlines the guidelines for software development and assessment, divided into five areas: (1) learning objectives and task analysis, (2) appropriate use of technology, (3) pedagogical considerations, (4) management considerations, and (5) necessity, content, and format for accompanying textual material. In concluding, the author notes the lack of available software that meets these guidelines and suggests using general-purpose software, exploring public-domain programs, investing in commercially available open-ended packages, and encouraging corporations to share their training software. (SK)

data gathered during the first year. (WAS)

Sex Role Desirability of College Students: Feminine Negative versus Feminine Neutral.
PUB DATE- 15 Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Androgyny; *College Students; Higher Education; Psychological Patterns; *Self Concept; Self Evaluation (Individuals); *Sex Differences; *Sex Role; Student Attitudes; Test Items; *Test Validity
IDENTIFIERS- *Bem Sex Role Inventory; *Social Desirability

Several investigators, using the Bem Sex Role Inventory (BSRI), have concluded that masculine is the desired sex role of males and females. Other investigators have suggested that some of the feminine BSRI items are undesirable. In order to determine if this masculine ideal might be due to the nature of the BSRI feminine items (more undesirable than the masculine items), the BSRI was administered to 121 male and 177 female college students with three feminine-neutralizing items added. Subjects were asked to rate themselves as they are now and as they would ideally be in the future. Both males and females showed a large increase in their future masculine scores and only a slight increase in future feminine-original scores. This led to a shift in frequencies toward future masculine categories. However, when the revised score was calculated, males and females showed comparable increases in both masculine and feminine items, maintaining the same relative sex roles for their present and future scores. Less than half of the BSRI items differentiated males from females. Finally, females rated the masculine item very low, and males rated the feminine item very low compared to other masculine and feminine items. These results raise several questions regarding the validity of the BSRI and previous findings which suggest that masculine is the desired sex role of males and females. (Author/JAC)

*Legislation; Marriage; One Parent Family; Public Policy; *Social Change; State of the Art Reviews; Step Family
IDENTIFIERS- *Australia

This paper examines changing family patterns in Australia over the last twenty-five years, and proposed or actual legislative changes which have occurred in this area. Statistics are presented which reflect the changing nature and structures of Australian families for the following categories: married families; one-parent families; de- facto (informal marriage) families; births; adoptions; stepchildren and stepfamilies; children in foster families; and artificial insemination by donor (AID) and in vitro fertilization (IVF) families. A summary of legislative changes in Australia over the past twenty-five years is presented for these topics: marriage and divorce; the status and rights of ex-nuptial children and their parents; adoption (issues highlighted in this category include access to birth records, consents required for adoption, and guardianship as a legal alternative to adoption); stepfamilies; children in long-term foster families; and families with AID and IVF children. (WAS)

research teams, preparing and publishing a terminological dictionary, and organizing the systematic exchange of information. The conference agenda and list of participants are appended. (AG)

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cloze Procedure; Elementary Secondary Education; Guidelines; *Learning Activities; *Newspapers; *Program Development; Staff Development

Offered in this paper are guidelines and procedures to follow for introducing a newspaper-in-education program in the schools. Included are outlines and activities for idea presentation and staff development, suggestions for use of the newspaper in a scavenger hunt, and newspaper workshop ideas. Also included are activity sheets for use in classifying newspaper articles according to who, what, when, where, how, and why. Finally, the paper offers suggestions for creating a cloze exercise with the newspaper. (HOD)

cannot be determined from this study whether the newspapers led public opinion or followed it. (HTH) classroom talk and response to put students back in touch with the aesthetic role of classroom reading. Affect is the "gut reaction" a reader experiences when his or her raw emotions are touched. This first level of response must be acknowledged, even encouraged, before moving on to the second level, that of association. Beneath the surface response lie memories and reflections, associations in the form of stories or anecdotes which can form the basis of real understanding of students' response to various pieces of literature. Students need a variety of nonthreatening opportunities to express these associations. Students can keep a reading process journal, in which entries can be handled not as finished pieces of writing to be graded, but merely as explorations and attempts to get closer to what happens during and after reading. The following categories suggest some possible prompts to help students perceive the connection between reading and writing, and respond honestly: memory, belief, feelings, sharing, and meaning. In practice, the journal entries may take on many directions, often blending emotion and analysis. Later students may be encouraged to review their entries and select one or several that they can "flesh-out" into fuller pieces of written discourse. The journals can also serve as a catalyst for open dialogue in the classroom. (HTH)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Cognitive Processes; Content Area Writing; *Critical Thinking; High Schools; Integrated Activities; Junior High Schools; Models; *Writing Instruction; *Writing Processes; *Writing Skills

A response to the educator's confusion over how to teach critical thinking skills through writing, the writing process model described in this paper underlines the close ties among cognitive, language, and writing skills. Guiding writing assignments in all content areas, the model involves students in reflection and discussion as they move from prewriting strategies to first draft, revision, proof reading and final paper. Based on this model, a writing assignment would establish a purpose and an audience (other than the teacher/editor) and would use warmup games as part of brainstorming activities; interactive discussions of paper topics and sample essays to help students refine and organize their ideas; and peer and teacher reactions to rough drafts to encourage self-assessment and to help students generate their own thoughtful questions about their writing. (MM) methods for working within the world. The broad agreement between author and audience on the criteria for evaluating a problem in molecular biology, for example, leads to an emphasis on concrete, precise presentation of evidence. Lacking a common framework for evaluating past and present literature, sociology articles, however, must first persuade readers to accept their method of analyzing problems before presenting evidence. More than understanding the game in which they are operating, students need to see how the rules of the game have changed over time. They need to develop a historical perspective. The shift in perceived tasks in physics articles during this century, for example--from simply presenting data clearly, to arranging data to support a model, to reconciling conflicts between the data and the model--suggests that students need to understand the developing relationship between thought and language so they can reshape language as their own and their discipline's thinking changes. (MM)

(FL)

in the articles are (1) a speech theory of human communication, (2) first principles for an "act" based theory of communication, (3) the uses of a theory of communication, (4) communication pragmatism, (5) a symbolic convergence theory of communication, (6) communication competence, and (7) semiotic phenomenology. (FL)

Two private-sector models of organizational conflict that are appropriate and adaptable to the public sector are the bargaining and bureaucratic models. While the bargaining model covers conflicts among interest groups in competition for scarce resources, the bureaucratic model covers superior-subordinate conflicts. In the public education sector, these two models can be illustrated in collective bargaining between school boards and teachers' organizations and in relationships between school boards, superintendents, principals, and teachers. In a field study based on interviews with management and teacher organizational leaders in five geographically selected Pennsylvania school districts involved in strikes of 20 or more days in the 1970's, previous case study research with both private- and public-sector models was extended. Analyses of employee/management relationships before, during, and after initial collective bargaining activity on the part of teachers' organizations in the five districts studied supported a pattern of change, similar to previous models, that consists of five phases: (1) preconflict, (2) low (escalating) conflict, (3) high conflict, (4) transition, and (5) mutual accommodation. (JBM)

findings to those of other regional studies. (PB)

Assessment; *School Safety; *School Security; School Vandalism; Security Personnel; Violence
IDENTIFIERS- PF Project

Guidelines for developing a security system that promotes safe and vandal-free schools are offered to administrators in this handbook. Areas covered are: (1) a security checklist; (2) identification of security needs and development of an action plan; (3) a school incident reporting system; (4) comparison of a secure and a nonsecure school; (5) factors associated with school violence and vandalism and prevention techniques; (6) security options available for both grounds and buildings; (7) property identification and inventory control; (8) alarm systems; and (9) security personnel. A bibliography of reference materials is included as well as sample forms for reporting school-related crimes/incidents. (EM)

ED 232 305 EA 016 009

Rubel, Robert J.
School Crime Prevention: NOLPE's Role.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see EA 016 000.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Court Litigation; *Crime Prevention; Elementary Secondary Education; Fear; Federal Courts; *National Organizations; School Law; *School Vandalism; State Courts; Student School Relationship
IDENTIFIERS- *National Organization on Legal Problems of Educ

School attorneys are primarily concerned with such issues as search and seizure, chain of custody, civil rights liability, and tort liability. Members of the National Organization on Legal Problems of Education (NOLPE) working within school districts can help reduce crime in the schools. NOLPE members could contribute to the clarity of thought and action of school districts in four areas: (1) conceptually separating crimes from disciplinary infractions; (2) promoting a crime analysis approach districtwide; (3) developing procedures for school contacts with police and courts; and (4) implementing systems that help ease the transition of detained or incarcerated youth back to the school system. (MLF)

The issue of suspension and expulsion of special education students is examined to assist state- and local-level administrators. Attention is directed to current local policies and practices and conceptual and legal considerations in the suspension and expulsion of handicapped students. Examples of problems and solutions documented by State Education Agencies and Local Education Agencies are included, based on the "Longitudinal Implementation Study of P.L. 94-142." The examples were drawn from six states: California, Florida, Illinois, Pennsylvania, Tennessee, and Washington. It is noted that student suspension has meant the temporary removal of a student for severe or threatening student behaviors. Two major questions are addressed that emerged from recent court cases concerning the suspension/expulsion of handicapped students: (1) Does suspension or expulsion constitute a change in placement? (2) Does the misconduct relate to the child's handicap? Proposed changes in P.L. 94-142 regulations concerning discipline and procedures for handicapped students are included, and four recent court cases are briefly described. The following additional concerns to school districts are discussed: whether the recommended placement and the individualized education program for the handicapped student are appropriate, and what strategies can be used to avoid suspension and expulsion. Lists of two articles, four publications, and nine court cases are appended. (SEW)

Evaluation Methods; *Occupational Therapy; *Physical Therapy; Program Administration; Questionnaires; *Records (Forms); Rehabilitation; School Districts; *Screening Tests; Student Evaluation; *Test Reviews; Therapists
IDENTIFIERS- *Harris County Public Schools TX

A 1982-83 manual on school-based occupational therapy and physical therapy (OT/PT) services in Texas is presented. Contents include: guidelines, evaluation forms, student and therapists' documentation forms, and policy/procedures manuals for a suburban independent school district and a rural independent school district. Part I provides the official guidelines of the American Occupational Therapy Association; Texas guidelines for service delivery in educational settings; information on referral, evaluation, and equipment; and a list of Harris County organizations and national organizations. In addition to instructions and forms for evaluation and school screening reports, Part II presents background information and forms on in-depth evaluations. Many, but not all, of the evaluation inventories are accompanied by information on the test, including publisher, author, age range, purpose, testing time, scores, reliability and validity, content, subtests, and norms. These evaluation forms and tests cover the following areas: developmental (five instruments), self-help (six), reflex (three), clinical evaluation (eight), prevocational (two), sensory integration (nine), and additional standardized evaluations (eight). Additional procedures and forms include: updates to the Individualized Education Program and OT/PT summary reports, OT/PT schedules; home-school program forms, therapists' field observation forms, and employee performance reports. Supplementary materials cover the role of the lead therapist and three models of consultation. The manuals for the suburban and rural school districts in Part III describe services and procedures, and each provides 10 to 17 forms, along with supporting documentation. (SEW)

ED 232 351 EC 152 631

Wright, Anne R.; And Others
Local Implementation of PL 94-142: Final Report of a Longitudinal Study.
Stanford Research Inst., Menlo Park, CA. Social Sciences Center.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
REPORT NO.- SRI-P-7124
PUB DATE- Dec 82
CONTRACT- 300-78-0030
AVAILABLE FROM- SRI International, Social Sciences Center, 333 Ravenswood Ave., Menlo Park, CA 94025 ($13.00).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Case Studies; *Compliance (Legal); *Disabilities; Elementary Secondary Education; *Federal Legislation; Longitudinal Studies; *Program Implementation; *School Districts
IDENTIFIERS- *Education for All Handicapped Children Act

Results are provided from a longitudinal study of 16 local education agencies (LEAs) implementing P.L. 94-142 (the Education for All Handicapped Children Act) over the past four school years. Findings are based primarily on interviews with LEA personnel and community professionals. Results are presented according to the following general topics (sample subtopics in parentheses); (1) procedures and training (child find activities, prereferral screening and intervention activities, parent notice and consent procedures, multidisciplinary evaluation and reevaluation, least restrictive environment, and procedures related to individualized education programs); (2) scope and comprehensiveness of special education and related services (changes in range of handicapping conditions served, and changes related to least restrictive environment provision); (3) sequence of implementation of P.L. 94-142 (procedural changes and variation in the sequence of implementing P.L. 94-142); (4) the overall effects of P.L. 94-142 (on local personnel, parents, and children); and (5) consideration of the factors affecting P.L. 94-142 implementation (including federal and state mandates and court cases). It is concluded that services have improved and that special education at the local level has increased in scope and comprehensiveness, but that lack of

Piper, Robert Lewis; Grunbaum, Judith
Project Excel: A University-Based Model Enrichment Program for Gifted and Talented High School Students. Implementation Manual.
Southeastern Massachusetts Univ., North Dartmouth.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Mar 83
GRANT- G008201418
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Colleges; *Cooperative Programs; Curriculum Development; *Enrichment; *Gifted; High Schools; Program Administration; *Program Development; Program Implementation
IDENTIFIERS- *Project EXCEL

The manual describes Project Excel, a program for gifted and talented high school students on a college campus. The curriculum is designed to introduce high potential tenth and eleventh graders to processes of creativity, critical thinking, artistic endeavor, and social consciousness and to provide a bridge into college for them. The project is designed to serve as an after school enrichment session one day a week. Information in Chapter I discusses ways in which colleges or universities can plan, develop, and implement such a project. A timetable of implementation stages is proposed. The curriculum design is considered in terms of themes, group discussion, active participation, and evaluation and assessment features in Chapter II. Sample schedules are provided. In Chapter III, staff responsibilities, including those of the campus coordinator or director, the academic advisory group, high school contact person, and project group leaders are described. Administrative relationships between the college, the high school, and the project leaders are examined, and the nature of the project's fiscal self-sustenance is emphasized in the fourth chapter. A final chapter addresses students--selection criteria, counseling, and the importance of diversity among students. Sample forms, contracts, and project brochures are among appended

ED 232 384 EC 152 682

Barringer, M. D.; Kosel-Smither, C.
Getting Ready to Learn! Molehills Out of Mountains. A Resource and Activity Guide for the Developmentally Disabled.
Wayne County Intermediate School District, Detroit, Mich.
PUB DATE- 82
AVAILABLE FROM- You're Exceptional, 8313 Grayfield, Dearborn Heights, MI 48127 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adults; Children; Cognitive Development; *Developmental Disabilities; Developmental Stages; Early Childhood Education; *Imitation; Infants; *Learning Activities; Learning Readiness; Motor Development; Object Manipulation; Object Permanence; *Perceptual Motor Learning; *Sensory Experience; *Severe Mental Retardation; Skill Development; Stimuli
IDENTIFIERS- *Piagetian Theory

A resource and activity guide for the developmentally disabled that focuses on methods to teach students skills essential to learning is presented. It is noted that once students begin to acquire these critical skills, they can become active participants in group learning activities, rather than waiting for their turn in individual sessions. They will also have begun to acquire prerequisite skills needed prior to the onset of language learning. Learning behaviors important for the severely handicapped student are covered: attending to sensory stimuli, gestural imitation, ways of relating to objects, and object permanency. It is suggested that the teacher become familiar with Piagetian theory and the developmental norms and assessment of information generated by this theory, since the behaviors included in the activities comprise the sensorimotor stage of cognitive development identified by J. Piaget and others. Information is provided for each of the learning behaviors and for the following developmental levels: 0-6 months, 7-12 months, and 13-18 months. For each behavior and developmental level, goals and objectives are identified, the relevance of the objectives to overall growth and development is explained, and activities to teach the objectives are indicated. The activities are

ED 232 398 EC 152 698

Marshall, Evelyn Myrtle
Teachers' Knowledge of the Relationship of Auditory Acuity and Hearing Impairment to Reading.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Ancillary School Services; Elementary Education; *Hearing Impairments; *Knowledge Level; *Reading; *Special Education Teachers; *Teacher Attitudes
IDENTIFIERS- *Auditory Acuity

Teacher's knowledge of the relationship of auditory acuity and hearing impairment to reading was evaluated with 60 teachers and specialists (regular classroom primary and upper elementary teachers, reading teachers, teachers of the learning disabled, teachers of the hearing impaired, and speech and language pathologists). Ss were administered a 52-item multiple choice test measuring understanding of and attitude toward hard of hearing children. Results showed that specialists were better informed than teachers on overall knowledge. Teachers of the hearing impaired and speech and language pathologists did better on the total test items than other subgroups, but teachers of the hearing impaired lead all other subgroups. Other results included that teachers of the hearing impaired were far more knowledgeable about the relationship between hearing impairment and reading than primary teachers and speech and language pathologists. Teachers and specialists showed similar attitudes about judging the educational achievement of the hearing impaired in the regular classroom. Findings suggested the need for greater assistance by communication consultants in elementary schools. (CL)

ED 232 399 EC 152 699

ED 232 415 EC 160 020

Lister, Robert
Grading Practices for Educationally Handicapped Students in Secondary Schools: Issues, Problems, and Needs. Resource Paper No. 23.
New Hampshire State Dept. of Education, Concord.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Disabilities; *Grading; *Graduation Requirements; High Schools; Policy Formation; State Programs
IDENTIFIERS- *New Hampshire

The lack of research on grading policies for handicapped students is pointed out, and results of a survey completed by 14 high schools in New Hampshire are summarized. Results reveal a variety of grading and graduation approaches including weighting grades or courses, developing a basic level curriculum geared for students having academic difficulty in the regular classroom, and using goals specified in students' individualized education programs. A list of 10 common concerns about grading (including that parents are not usually receptive toward alternate methods of grading and that teachers need more training on ways to evaluate student ability and progress) was revealed from the survey, and findings emphasized the need for districts to establish equitable policies regarding grading, credits, and graduation requirements for handicapped students. (CL)

ED 232 416 EC 160 021

Price, Marianne; And Others
Guide to Mainstreaming Planning Committees.
Montgomery County Intermediate Unit 23, Blue Bell, Pa.
SPONS. AGENCY- Department of Education, Washington, DC.; Pennsylvania

Ingram, D. E.; Farrell-Jones, Mary
Submission on Aspects of a National Language Policy.
Australian Federation of Modern Language Teachers Associations, Melbourne.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Bilingualism; Educational Assessment; *Educational Policy; *English (Second Language); Foreign Countries; Global Approach; International Relations; *Language Planning; Migrant Workers; *Native Language Instruction; *Public Policy; *Second Language Programs; Translation
IDENTIFIERS- Aboriginal People; *Australia

This submission to the Australian Senate Standing Committee on Education and the Arts focuses on issues related to language and public policy. It discusses the diversified and international nature of Australian society, and considers language enrollments, the role of English as the dominant language and the one used for international communication, and the roles of language in education. The second part of the submission makes recommendations on guidelines for a national language policy; the role of English; information dissemination and public documentation on the use of languages in community, by bilingual workers, in translating and interpreting, and in proficiency assessment; and policy and implementation recommendations on aboriginal languages especially in regard to language teaching. It also discusses and makes recommendations on the adequacy of existing policies and practices to develop Australia's resources and meet international needs; the needs of the deaf and other handicapped persons; and ways of stimulating public awareness of all these issues. Appendices include a submission on a national language information research center, a report of the President's Commission on Foreign Language and International Studies, and the House of Congress Resolution No. 301. (AMH)

ED 232 449 FL 013 823

Groff, Charlotte
Alternatives to Traditional Testing in ESL Reading Classes.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adults; *English (Second Language); Evaluation Methods; Language Experience Approach; Learning Activities; Reading Instruction; *Reading Tests; Sustained Silent Reading; Teaching Methods

Alternatives to traditional testing techniques are proposed for use in the adult English as a second language classroom. It is argued that traditional testing does not place responsibility for achievement on the learner as is appropriate with adult students. The suggested alternative methods are: the language experience approach, sustained silent reading, oral and written retellings, dialog journals, and learning logs. In the language experience approach, students compose a story aloud as a group, and the story is then corrected, transcribed, and distributed. In sustained silent reading, the students and the teacher each read materials of their own choice silently for a given period and then discuss their readings with the group. Students who perform poorly on standard comprehension tests often perform better on oral or written retellings of what they have read. Dialog journals consist of written communications by the student and answers by the teacher. Finally, learning logs kept by both teacher and students record opinions of the week's learning activities. In all these approaches, evaluation is treated as a part of the learning process rather than as a separate entity. (PW)

ED 232 450 FL 013 824

Huck, Sharon; Rosenblum, Eileen
Innovations in ESL Curriculum Design: Kindergarten through Grade 12.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cognitive Style; *Curriculum Design; Educational Objectives; Elementary Secondary Education; *English (Second Language); *Learning Activities; Second Language Instruction; Teaching Methods
IDENTIFIERS- *Blooms Taxonomy

A proposed approach to English as a second language (ESL) curriculum design for kindergarten through grade 12 is based on Bloom's taxonomy and McCarthy's four learning styles for right/left brain learning. Bloom's taxonomy established six levels for learning objectives: knowledge, comprehension, application, analysis, synthesis, and evaluation. All levels of this taxonomy should be addressed in the ESL curriculum in order to ensure the development of cognitive academic skills that are necessary for school success. While most teaching styles are directed at the cognitive left side of the brain, the proposed approach includes intuitive right brain activities and integrated right/left brain activities. ESL curricula should teach to both sides of the brain to increase the probability of successful performance. Four learning styles are identified: innovative, analytic, common sense, and dynamic. Teachers can address all four learning styles in one classroom by using four teaching styles for each language skill. Sample learning activities are suggested for each level of Bloom's taxonomy, right and left brain learning, and the four learning styles, and a sample curriculum is presented. (RW)

ED 232 484 FL 014 004

Rennie, Jeanne
Foreign Language Careers: Translation. Q & A.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 79
CONTRACT- 400-82-0009
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- *Careers; *Employment Opportunities; *Interpreters; *Second Languages; *Translation
IDENTIFIERS- PF Project

Translation skills require the ability to interpret information from a source language into the native tongue without distortion of emotional or written content. A broad knowledge of several subject areas, plus schooling in a special translator-training program, are prerequisites for a career in translation. Nonliterary translation offers the most financial stability, with positions available in the federal government, United Nations, and international agencies. Though some private industries hire translators, most utilize the skills of bilingual employees or hire a freelancer and pay them by the number of words translated. A knowledge of Russian, German, Japanese, French, and Spanish is in greatest demand with an increasing need for a knowledge of Chinese, Arabic, and Portuguese. Names and addresses of nine translation associations/societies are included. (JW)

ED 232 485 FL 014 008

Robyn, Richard
The Friday Lunch Program.

ED 232 499 HE 016 361

Services for Students with Disabilities in California Public Higher Education. A Report to the Legislature in Response to Supplemental Language in the 1982-83 Budget Act.

California State Postsecondary Education Commission, Sacramento.

REPORT NO.- CR-83-15

PUB DATE- 21 Mar 83

AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- *Accessibility (for Disabled); Adult Students; *Ancillary School Services; *College Students; Community Colleges; Developmental Disabilities; *Disabilities; *Educational Policy; Financial Support; Postsecondary Education; Public Education; Special Classes; *Special Education; State Aid; State Colleges

IDENTIFIERS- *California

The development and current status of state-supported educational programs serving disabled students in California public colleges and universities are briefly reviewed, and current state policy and recommendations for future policy are addressed. While programs at all three public segments are considered, the California Community Colleges are covered separately because of the unique nature of their funding, program design, and variety of students. After presenting background information on the growth and current status of programs serving disabled students, the following issues affecting all three segments are considered: the groups to be served, services to be provided, funding of the services, evaluation of programs, and the effect of the transfer of services from the Department of Rehabilitation. Issues related to the community colleges include: community college programs for disabled students, special classes, the operation and funding of special classes, and the delivery of educational services to adults with developmental disabilities. Appendices include a list of 15 support services, a proposed budget projection, information on categories and subcategories of disabilities, and a 1979 report of the statewide task force on services to disabled students. (SW)

Bjorklund, Eskil
Research on Higher Education. Long Term Development of Knowledge.
National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.
PUB DATE- 83
AVAILABLE FROM- National Swedish Board of Universities and Colleges, Research and Development Unit, P.O. Box 45501, S-104 30 Stockholm, Sweden.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTIONS- *College Role; *Educational Research; Education Work Relationship; *Foreign Countries; *Higher Education; Intellectual Disciplines; *Research Projects; School Community Relationship; School Organization
IDENTIFIERS- *Sweden

A program of research into higher education in Sweden is described. Focal areas of the research program are as follows: the role of higher education in society, the organization of higher education, the research function, and the educational function. Over 90 projects have been undertaken in 12 disciplines in the social sciences and humanities. The development of the program is illustrated in two tables, one showing how resources have been distributed between the problem areas, and another illustrating the shifts in the involvement of the various disciplines. The tables include a general prediction for 1984-1989. It is noted that studies on the effects of higher education in the early 1970s focused on measures of efficiency and productivity, while 10 years later concept formation of students is the focus of interest. In addition to issues presently studied (e.g., research environment and research organization), the following broad issues will also be given special priority: the organization of higher education and the content of research and teaching; knowledge, education, and the division of labor in society; and higher education and cultural life. A list of 24 ideas papers on research into higher education is appended. (SW)

ED 232 529 HE 016 423

Creative Responses to Changing Realities. A Conference for Northwest Postsecondary and Higher Education (2nd, Portland, Oregon, October 28-29, 1982). Conference Proceedings.

Highline Community Coll., Midway, WA. Northwest Program Development and Coordination Center.; Northwest Regional Educational Lab., Portland, Oreg.

PUB DATE- Oct 82

AVAILABLE FROM- Northwest Regional Educational Laboratory, 300 SW Sixth Avenue, Portland, OR 97204.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- *Articulation (Education); Cognitive Style; *College Planning; College School Cooperation; Computer Literacy; Computer Oriented Programs; Curriculum Development; Educational Change; *Educational Innovation; Information Systems; *Inplant Programs; International Relations; Postsecondary Education; Prior Learning; Productivity; Public Education; *School Business Relationship; *Technology; Work Attitudes

Five papers and 14 forum/workshop summaries from the 1982 Creative Responses to Changing Realities Conference are presented. The following papers and authors are included: "Global Interdependence: From Exploitation to Partnership" (Denis Goulet); "Our Changing World--New Curriculums and New Delivery Systems" (Donald Leu); "Education and Business: A Joint Responsibility" (John Elorriaga); and "From Barriers to Partnerships" (Paul C. Lintner). Additionally, forum/workshop summaries cover the following topics: "Global Interdependence: Education's Role"; "Prior Learning Experience Programs: Quality Issues and Answers"; "The Work Ethic: Yesterday and Today"; "Quality Circles and Productivity"; "Our Changing World--New Curriculums and Delivery Systems"; "Teaching Adults in the Workplace: Designing Programs that Management Can Support"; "Increasing Student Options through Creative Partnerships between the Secondary School and the Community College"; "Computer Literacy for the Workplace: A 'Low Tech' Alternative"; "Education and Business--A Joint Responsibility"; "Action Planning Strategies"; "Computerized Guidance and Information Systems"; "High Technology

ED 232 544 HE 016 465

Somervill, Christine Z.
Intra-Institutional Mergers of Academic Units: Growth in the Context of Decline. ASHE 1983 Annual Meeting Paper.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrator Attitudes; Board of Education Policy; Centralization; College Administration; *College Programs; *Departments; Economic Factors; Educational Demand; Employment Practices; Financial Problems; Higher Education; *Institutional Characteristics; *Mergers; Political Influences; *Teacher Attitudes
IDENTIFIERS- *ASHE Annual Meeting

Common variables that can be isolated to explain mergers of academic units within universities were investigated, along with variables associated with the potential and actual benefits of the mergers as perceived by faculty and administrators. Central tendencies were used to compute the similarities and differences in the external and internal environmental conditions before and after the mergers. The external conditions were defined as exogenous variables beyond the direct control of the university administrators and consisted of student demand for programs and directives from governing/coordinating boards. Internal variables were controllable by the administration. Similarities in the political and educational conditions prior to the mergers were found. The single most common impetus for merger was the economic condition of the units. The process of merger was similar among the participating institutions, and the mergers resulted in a more centralized decision-making structure. Differences in the perceptions of faculty and administrators occurred for the actual benefits of merger on degree programs; the potential and actual benefits of merger on student demand, the actual benefits to personnel, and the potential and actual benefits of political factors. (Author/SW)

ED 232 559 HE 016 482

Wheeless, Virginia Eman; Howard, Richard D.
An Examination of the Non-Faculty University Employee as a Human Resource. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrators; Employment Level; Higher Education; Human Resources; Institutional Research; Interpersonal Relationship; *Job Satisfaction; Paraprofessional School Personnel; *Professional Personnel; *School Personnel; Semiskilled Workers; *Skilled Workers; *Staff Development; *Work Attitudes
IDENTIFIERS- *AIR Forum; *Noninstructional Staff

The needs relevant to employment of university nonfaculty employees and the extent to which the university has met those needs were investigated. In addition, training and development programs designed to meet individual and institutional needs were proposed. Attention was directed to the reasons people join an organization, satisfaction with their jobs, and how job satisfaction and work participation decisions relate to the employee's level and position. Usable questionnaire responses were received from 1,760 staff members at a comprehensive university. For 61 organizational units, 6 job categories were used: service workers, craft/maintenance/operative workers, clerical/secretarial, technical/paraprofessional, professional, and administrative. The results indicate that the reasons individuals work at a college are multidimensional, regardless of level in the organization. The most universal reasons were affiliation, association with coworkers, interaction with people, and development of rewarding relationships. The majority of employees indicated an interest in developing their "people-related" and personal skills. It is concluded that the findings support a human resources approach to managing nonfaculty staff in the university setting. (SW)

Suskie, Linda Michaels; Shearer, Sharon

Using Regression Analysis to Determine Inequities in Faculty Salaries. AIR 1983 Annual Forum Paper.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Faculty; *Evaluation Criteria; Faculty Evaluation; *Faculty Promotion; Higher Education; Institutional Research; Librarians; *Merit Rating; Models; *Multiple Regression Analysis; *Predictor Variables; *Teacher Salaries
IDENTIFIERS- *AIR Forum

Linear regression models that predict faculty salaries from professional and affirmative action variables were developed to validate promotion and merit criteria, set a starting salary scale, and identify possible systematic and individual salary inequities. All 377 full-time teaching faculty and librarians (309 men and 68 women) employed by a public four-year college in fall 1981 were investigated. Four stepwise multiple regression analyses were performed. Rank, age, year of appointment, department chair status, librarian status, and sex all affected salary significantly; while tenure, race, and citizenship did not. Contrary to hypothesis, removing rank and tenure from the model did not unmask a sex effect. The uses of regression models in studying faculty salaries are discussed, as are the following five weaknesses: (1) the validity of the model is affected by the choice of variables, (2) variables of interest may be difficult to operationalize, (3) regression analysis assumes all data are linear, (4) regression models with a large number of predictors have relatively poor power, and (5) intercorrelations among the independent variables may mask the true relationship between the variables and salary. (Author/SW)

ED 232 589 HE 016 513

Ruddock, Maryann Steele; Wilkinson, Cheryl Yelich
Retention--What Happens during the Freshman Year? AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; *Academic Persistence; *College Freshmen; *Enrollment Influences; Higher Education; Institutional Research; *Potential Dropouts; Predictor Variables; School Holding Power; Social Life; Student Adjustment; *Student Attrition; Student College Relationship
IDENTIFIERS- *AIR Forum; *Saint Edwards University TX

The influence of academic, demographic, and social characteristics of college freshmen on sophomore enrollment status was investigated, along with reasons for attrition. A total of 139 freshmen at St. Edward's University in Texas were surveyed at the beginning and end of the freshman year, using the Survey of Entering Freshmen and the End of Freshman Year Survey. Significant differences were found between returners and leavers on grade point average, perceived difficulty of courses, students' satisfaction with the availability and variety of courses, expectations of finding people to date, finding their classes challenging, and expectations of the university in general based on the catalog. While students' intentions regarding enrollment at entrance did not appear to be related to their sophomore year enrollment status, intentions measured at the end of the freshman year were fairly accurate predictors. Those students who were dissatisfied with university life, and especially with social activities and with courses available, also appear to be potential leavers. In addition, students who were not continuing in required courses for the degree may be potential leavers. (SW)

ED 232 604 HE 016 528

Young, Michael E.; And Others
Student Flow and Curriculum Matrix. AIR 1983 Annual Forum Paper.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Credits; *College Planning; College Programs; *Departments; *Enrollment Projections; Enrollment Trends; Higher Education; Institutional Research; *Majors (Students); *Nonmajors; Student Attrition
IDENTIFIERS- *AIR Forum; *Student Flow Model

An analytic system for determining student flow in different subject fields in order to produce departmental workload forecasts is examined. The system consists of three steps. The first step, student flow calculation, computes the relationship of enrollments by major and student level from one year to another. This calculation utilizes historical enrollment trends and a simple flow technique to develop the probability of a student with a given major and student level being in another major/student level in the next year. The second step is the construction of a historical curriculum matrix, which describes in credit hours the relationship between students majoring in various degree programs and the departments from which they draw instructional services. The third and final step of the system combines the outputs of the first two steps to produce departmental workload forecasts. Potential uses of the data include: determining what majors and what levels of students are taking courses offered by a department, determining which majors and student levels within student majors have higher or lower attrition rates, and financial planning. Four sample output reports and examples of calculating transition percentages from historical data are presented. (SW)

ED 232 619 IR 020 004

Laubacher, Marilyn R., Ed.
Information Resources on Microcomputers: A Sampling of the ERIC Database.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Computer Assisted Instruction; *Computer Literacy; Computer Oriented Programs; *Computer Programs; Curriculum Development; Educational Technology; Elementary Secondary Education; *Microcomputers
IDENTIFIERS- Computer Uses in Education; ERIC; PF Project

Over 30 books, articles, and reports published between 1981 and 1983 and cited in "Resources in Education" and "Current Index to Journals in Education" are listed in this bibliography for those introducing computers into the classroom and for curriculum development using microcomputers. Entries are arranged according to the following topics: (1) a general overview of microcomputer issues; (2) computer literacy; (3) appropriate hardware for schools; (4) appropriate software for schools; (5) microcomputers in elementary and secondary school classrooms; and (6) specific applications. Publications about special projects using microcomputers include "micro-literacy" workshops at the University of Mississippi, the development of Computer Towns (Menlo Park), microcomputer labs run by the University of Kansas School of Education, a Kansas project designed to provide isolated rural areas with microcomputer systems, the ILIAD system for deaf learners, and use of computers at the Children's Museum in Washington, D.C. In addition to bibliographical information and the annotations, ERIC accession numbers are also provided. (LH)

ED 232 630 IR 020 018

Sentences. MicroSIFT Courseware Evaluation.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Programs; Drills (Practice); Educational Games; Grammar; Intermediate Grades; Microcomputers; Secondary Education; *Sentences; *Sentence Structure
IDENTIFIERS- Apple II; Courseware Evaluation; Microcomputer Software and Info for Teachers; PF Project; Software Evaluation; *Software Reviews

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT (Except for the Evaluation Summary Table): VERSION: Apple II. PRODUCER: Micro Power & Light Company, 12820 Hillcrest Rd., Suite 224, Dallas, Texas 75230. EVALUATION COMPLETED: June 1982 by the staff and constituents of the Portland Public Schools, Multnomah ESD, Portland, Oregon. COST: $24.95. ABILITY LEVEL: Grade 5 and above. SUBJECT: Language arts: subject and verb recognition. MEDIUM OF TRANSFER: 5-1/4" flexible disk. REQUIRED HARDWARE: 32K Apple II with single disk drive and a monitor. REQUIRED SOFTWARE: Applesoft in ROM. INSTRUCTIONAL PURPOSE: Standard instruction, assessment. INSTRUCTIONAL TECHNIQUES: Drill and practice, tutorial, game. DOCUMENTATION AVAILABLE: The computer program contains program operating instructions and instructions for the student. INSTRUCTIONAL OBJECTIVES: (Inferred): Students will identify subject, simple subjects, predicate and verb of sentences; students will combine sentence fragments to make complete sentences. INSTRUCTIONAL PREREQUISITES: (Inferred): Understanding the terms verb and predicate. CONTENT AND STRUCTURE: The program provides drill in the format of a baseball game. Instruction covering subjects and verbs is provided. ESTIMATED STUDENT TIME REQUIRED: Twenty minutes. POTENTIAL USES: None given. MAJOR STRENGTHS: None given. MAJOR WEAKNESSES: The following major weaknesses resulted in the recommendation that the package not be used: (1) directions are incorrect--for example, the user is instructed to use the space bar when in fact the return key is required; (2) terms are not introduced in the proper sequence; (3) feedback to students is not

ED 232 640 IR 020 028

Volcanoes. MicroSIFT Courseware Evaluation.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Programs; Earth Science; Educational Games; *Geology; Microcomputers; Postsecondary Education; *Science Instruction; Secondary Education; Simulation
IDENTIFIERS- Apple II; Apple II Plus; Courseware Evaluation; Microcomputer Software and Info for Teachers; PF Project; Software Evaluation; *Software Reviews; *Volcanoes

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT (Except for the Evaluation Summary Table): VERSION: 1.4E. PRODUCER: Earthware Computer Services, P.O. Box 30039, Eugene, OR 07403. EVALUATION COMPLETED: June 1982 by staff of NWREL and constituents of the Alaska Department of Education. COST: $49.50. ABILITY LEVEL: Secondary and College. SUBJECT: Earth Sciences/Geology: Volcanoes. MEDIUM OF TRANSFER: 5 1/4" flexible disk. REQUIRED HARDWARE: Apple II or Apple II Plus, one disk drive, a color monitor or TV with RF modulator (a B & W will work). REQUIRED SOFTWARE: Applesoft, DOS 3.3. INSTRUCTIONAL PURPOSE: Standard instruction and enrichment. INSTRUCTIONAL TECHNIQUES: Game/simulation. DOCUMENTATION AVAILABLE: In computer program: program operating instructions, student's instructions. In supplementary materials: instructional objectives, sample program output, program operation instructions, pretest, posttest, teacher's information, resource/reference information, student's instructions, student worksheets, follow-up activities, glossary of terms. INSTRUCTIONAL OBJECTIVES: The program teaches volcanic terminology, the types of volcanoes, methods and results of remote sensing surveys, interpretation of bar graphs, keeping careful records and interpretation of scientific observations. INSTRUCTIONAL PREREQUISITES: Knowledge of the terms included in the documentation; knowledge of the various methods of surveying a volcanic region. This information is included in the documentation. CONTENT AND STRUCTURE: Package consists of two diskettes, two Blue Books (user reference manuals), two sets of reproducible maps and

ED 232 653 IR 050 278

Moore, Nick
Survey of Library and Information Manpower Needs in the Caribbean. (Preliminary Version).
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- PGI-82/WS/15
PUB DATE- 30 Nov 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTIONS- Archives; Developing Nations; *Educational Resources; *Information Services; *Labor Needs; *Labor Supply; Libraries; Library Education; Models; Occupational Surveys; Paraprofessional Personnel; *Prediction; Professional Education; Questionnaires
IDENTIFIERS- *Caribbean

In order to provide a base for national information planning and the restructuring of existing training institutions, a detailed study was conducted of manpower needs--at professional, paraprofessional, and technician levels--for information systems and services in the Caribbean region. A paper setting out the basic principles underlying manpower forecasting formed the basis for a forecasting model. In 1981 surveys of local contacts in Caribbean countries and regional training institutions were conducted to collect basic information about each country, the existing stock of individuals and jobs, the flows which might increase or decrease these, and the national or regional training institutions. There was a relatively poor response rate to the surveys. When the data collected were applied to the forecasting model, results showed that the Caribbean region faces a major problem in the supply of trained information services manpower. However, the forecasting model and data collection system were found to work well. The report begins with a brief summary of the work carried out, the conclusions reached, and the recommendations made. This is followed by sections giving fuller details on the manpower forecasting model, the data collection system, and the results and recommendations of the study. Sample survey instruments are provided. (ESR)

ED 232 668 IR 050 307

Smalley, Ann Walker; Mendenhall, Kathryn
The State-of-the-Network: An Evaluation of NLS, the Regional Libraries, and the Multistate Centers in Relation to ALA Standards of Service for Blind and Physically Handicapped Readers. Final Report.
Battelle Memorial Inst., Columbus, Ohio.
SPONS. AGENCY- Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
PUB DATE- 31 Jan 83
CONTRACT- LC-2327
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; Library Administration; *Library Networks; *Library Services; *Library Standards; Physical Disabilities; *Program Evaluation; Public Agencies; Regional Libraries; Surveys; Visual Impairments
IDENTIFIERS- American Library Association; *National Library Service for the Blind

This report is a state-of-the-network summary of the data collected for a systematic application of the standards developed by the American Library Association in 1979 to the agencies involved in a cooperative network by the Library of Congress, National Library Service for the Blind and Physically Handicapped (NLS). Based on a synthesis of the qualitative and quantitative data obtained from 2-day site visits to the 56 regional libraries, NLS, and the four multistate centers (including interviews and observation), documents supplied by the agencies, and questionnaires, the report provides a brief review of the background, purpose, and methodology of the study as an introduction to detailed discussions of the results. Findings are presented under five major headings: (1) organization, administration, budget, and planning; (2) personnel and facilities; (3) resource development; (4) service to users; and (5) public education and information. Recommendations, related to each of these areas, which require cooperative action by various components of the network conclude the report. Data are presented in tables and figures in both the text and the appendices, and a list of the members of the Standards Advisory Board is included. (LMM)

ED 232 683 IR 050 329

Hall, Cathie
International Relations: Library Instruction Unit.
Naval Academy, Annapolis, Md.
PUB DATE- 22 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Card Catalogs; *Foreign Policy; Higher Education; *Information Seeking; *International Relations; *Library Guides; *Library Instruction; Library Skills; Military Schools; Questionnaires; Reference Materials; Research Tools; Videotape Recordings
IDENTIFIERS- *Naval Academy MD

In support of the United States Naval Academy's program in international relations, library reference staff developed an instruction unit featuring appropriate research guides and a videotape produced at the Naval Academy Educational Resource Center. The videotape illustrates a sample search strategy and then highlights the use of four basic information sources: (1) the card catalog for book information; (2) "Social Sciences Index" for periodical information; (3) "CIS Index" for government documents; and (4) the Defense Technical Information Center (DTIC) computerized file for technical papers. Development of the library instruction unit began with the drafting of a preliminary set of objectives which were then discussed with members of the political science department. The instructional package was completed in summer 1981, previewed by faculty members, and used by 24 class sections during the 1981-82 academic year. A brief questionnaire was also developed and distributed to a random selection of classes that had used the instructional package during the fall semester to stimulate feedback and evaluation. This report discusses the design of the instructional package, its use, and its evaluation. A concluding section discusses possible future programs and developments. Appendices provide a list of the preliminary objectives; copies of three research guides, including one listing specific sources of

ED 232 697 IR 050 351

Colson, John Calvin
Academic Ambitions and Library Development: The American Bureau of Industrial Research and the State Historical Society of Wisconsin, 1904-18. Occasional Paper Number 159.
Illinois Univ., Urbana. Graduate School of Library and Information Science.
PUB DATE- May 83
AVAILABLE FROM- Publications Office, Graduate School of Library and Information Science, University of Illinois, 249 Armory Bldg., 505 E. Armory St., Champaign, IL 61820.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Faculty; Development; Higher Education; Institutional Cooperation; Library Acquisition; Library Administration; *Library Collections; Library Role; *Research Libraries; *Special Libraries; *Unions; *United States History
IDENTIFIERS- American Bureau of Industrial Research; *State Historical Societies; University of Wisconsin; *Wisconsin

Intended to contribute to a better understanding of research library development in the United States, this report describes the history of the development of the library of the State Historical Society of Wisconsin from 1904 to 1918. It is based on records of the relationships between three principals--John R. Commons and Richard T. Ely (members of the University of Wisconsin faculty) and Reuben Gold Thwaites (superintendent of the Society)--and their associates and subordinates at the two institutions. From a rich mixture of personal ambitions, institutional and personal interactions, variant perceptions of the functions of libraries, and other factors, the library of the Society was developed during the period 1904 to 1913 into--among other things--a major center for the study of the trade union movement in the United States. The development of the library resulted from the working of a complex collecting effort by an agency--the American Bureau of Industrial Research--connected administratively to neither the Society nor the University. Afterward, the Society continued the collecting program begun by the Bureau, but in a substantial degree of dissociation

ED 232 712　　　　　　　　　　　　　JC 830 334

Schroeder, Phil, Ed.
Ministry with the Community College: A Lutheran Perspective.
Lutheran Council in the U.S.A., Chicago, IL. Div. of Campus Ministry and Educational Services.
REPORT NO.- ISBN-0-9609438-0-3
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Church Programs; *Church Role; *Community Colleges; *Program Development; Religious Factors; *School Community Relationship; Two Year Colleges
IDENTIFIERS- *Campus Ministries; *Lutheran Church

Based on studies conducted by a task force of the Lutheran Council's Division of Campus Ministry and Educational Services, this booklet provides a description of the community college, a theological perspective of community college ministry, and a process by which a local parish can begin ministry in the colleges. Part 1 examines the typical community college, how it differs from other postsecondary institutions, and its value in the current educational environment. Part 2 presents two theological arguments for the Lutheran church's concern with community college ministry, which focus on the role of ministry in a learning society and the relationship of church and culture. In part 3, a five-step sequence is presented for starting or enhancing a community college ministry, which suggests ways to involve the religious and college communities and a series of joint meetings to design a Day of Conversations, define possible areas of partnership, and establish an ongoing committee. Part 4 identifies strategies for overcoming obstacles, increasing mutual trust, and providing stability to the ministry. Part 5 examines community college ministry in the areas of counseling, instruction, community services, governance, and student activities. The final section provides a bibliography and a list of resources and tools to aid in understanding community colleges and developing a campus ministry. (HB)

ED 232 726 JC 830 367

Gleazer, Edmund J., Jr., Ed.
Junior College Directory, 1964. Period Covering June 1962-May 1963.
American Association of Junior Colleges, Washington, D.C.
PUB DATE- 64
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Accreditation (Institutions); Administrators; *College Faculty; College Presidents; Community Colleges; *Enrollment; Full Time Faculty; *Full Time Students; National Surveys; Part Time Faculty; *Part Time Students; Private Colleges; Professional Associations; Public Education; Single Sex Colleges; Technical Institutes; *Two Year Colleges; Two Year College Students
IDENTIFIERS- *American Association of Junior Colleges

Based on a survey conducted by the American Association of Junior Colleges (AAJC), this directory provides information on 694 non-profit, public and private two-year colleges in the United States and its territories, including statistics on 1962-63 enrollments and personnel. Following material on the scope and compilation of the directory, general observations on the data are made. Next, the directory lists the colleges alphabetically by state, including the following information for each: location; chief administrative head; AAJC membership; state recognition or accrediting agency; co-educational or single-sex status; year organized as a junior college; type of control or affiliation; October 1962 enrollment of full- and part-time, male and female, freshmen, sophomore, and unclassified students; October 1962, summer 1962, and October 1963 total enrollments; and full- and part-time instructional and administrative faculty in 1962-63. Following a list of changes in institutions since the previous year, statewide enrollment summaries are provided for all institutions and for public and independent private colleges. Next, tables show distribution of size of enrollment, independent and church-related colleges by type of control or affiliation, and accredited schools by state. Information on other members of the AAJC and junior college organizations is presented in the final sections. (AYC)

ED 232 739 JC 830 380

Drake, Sandra L., Ed.
Community, Junior, and Technical College Directory, 1977. Full-Time and Part-Time Enrollments for Fall 1975 and Fall 1976.
American Association of Community and Junior Colleges, Washington, D.C.
PUB DATE- 77
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Accreditation (Institutions); Administrators; *College Faculty; College Presidents; Community Colleges; Community Education; Educational Trends; *Enrollment; Fees; Full Time Faculty; *Full Time Students; National Surveys; Part Time Faculty; Part Time Students; Private Colleges; Professional Associations; Public Education; School Schedules; Technical Institutes; Tuition; *Two Year Colleges; Two Year College Students
IDENTIFIERS- *American Association of Community and Junior Colle

Based upon data gathered annually by the American Association of Community and Junior Colleges (AACJC), this directory provides information on 1,233 community, junior, and technical colleges in the United States and its territories, including 1975 and 1976 statistics on enrollments and personnel. Following introductory material on the purposes of the directory, a data summary, suggestions for interpreting the data, and a list of changes in institutions since the previous year are presented. Next, the directory lists each two-year college alphabetically by state or country and provides the following information: location; chief executive officer; telephone number; year college classes began; type of control or affiliation; AACJC membership; accrediting agency; type of academic calendar; October 1975 and 1976 full- and part-time and total enrollments; community education enrollments 1975-76; full- and part-time and total faculty, professional staff, and administrators as of October 1976; and tuition and fees required in 1976-77. Next, tables are presented summarizing enrollment and personnel data by state for all institutions and for public and independent junior colleges. Following a table showing distribution of size of enrollment in two-year colleges, the directory concludes

ED 232 752 JC 830 402

Major Problems and Economic Outlook of Anne Arundel County Residents--Results of a Telephone Survey Conducted between May 16-June 2, 1983.

Anne Arundel Community Coll., Arnold, MD. Center for the Study of Local Issues.

PUB DATE- 1 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- Age; *Community Attitudes; *Community Problems; Community Surveys; *Economic Climate; Educational Attainment; Ethnicity; Females; Income; Individual Characteristics; Males; *Public Opinion
IDENTIFIERS- *Maryland (Anne Arundel County)

In spring 1983, a telephone survey was conducted by the Center for the Study of Local Issues (CSLI) at Anne Arundel Community College to determine public perceptions of Anne Arundel County, to assess the economic potential of distributing study results, to test CSLI procedures for gathering data by telephone, and to train CSLI student interns in telephone survey methodology. County residents were asked to identify the most important problem facing the area and to respond to questions about their economic outlook. The sample of 300 completed surveys was weighted to bring it into line with county age and sex distributions. Selected findings included the following: (1) 54% of the sample felt that Anne Arundel County residents faced some major problem at the current time, with taxes being identified most frequently, followed by county growth/crowding, sewage problems, and crime; (2) 54% of the respondents felt they would be better off financially in the next year, while 35.9% felt their financial situation would not improve; (3) 67.3% expected the economy to improve within the next year or so; and (4) 39.3% indicated that "now is the time to buy things that you want and need," while 33.1% felt "it is a good time to wait" on purchases. The study report breaks down responses by sex, age, race, personal income, education, and occupation. (AYC)

resources have hindered the full realization of P.L. 94-142. (CL)

ED 232 352 EC 152 632

Pollard, Gerald; Oakland, Thomas
Variables Associated with the Educational Development of Residential Deaf Children.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Demography; Elementary Secondary Education; Family Characteristics; *Hearing Impairments; Institutionalized Persons; *Mathematics Achievement; *Prediction; Psychological Characteristics; *Reading Achievement

Relationships between 15 family, psychological and demographic variables and reading and math achievement are reported for more than 500 hearing impaired children (8 to 15 years old) in a residential state school. The data are also examined for subgroups of children (i.e., hereditary and nonhereditary deafness, rubella, nonrubella, and those with severe and profound hearing losses). For the total group, reading achievement is most highly predicted by IQ, the frequency of family letters, and the number of years the children are at school. The 15 variables collectively account for 30% of the variance associated with reading. Math achievement is most highly predicted by IQ, size of weekly allowance, student-parent communication of feelings, and the number of their handicaps. The 15 variables collectively account for 38% of the variance associated with math. Four of the 15 variables (i.e., Wechsler Intelligence Scale for Children-Revised and Leiter IQs, size of weekly allowance, and number of years at the school) are fairly consistent predictors of achievement across the subgroups. The remaining 11 variables contribute relatively little to the prediction of reading or math achievement. (Author/CL)

ED 232 353 EC 152 633

information. In addition, a package of materials for a workshop for college and university faculty and administrators on Project Excel is included. (CL)

ED 232 369 EC 152 649

Sorrells, Susan; And Others
The Bridge Model: A New Approach to Help Build Parent-Educator Teams for Handicapped Children.
Council for Exceptional Children, Reston, Va.; Parents Campaign for Handicapped Children and Youth, Washington, D.C. Closer Look.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Mar 83
AVAILABLE FROM- Parents' Campaign for Handicapped Children and Youth, 1201 16th St., N.W., Washington, DC 20036 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Disabilities; Elementary Secondary Education; Models; *Parent Teacher Cooperation; *Parent Workshops; *Teacher Workshops; *Teamwork
IDENTIFIERS- *Project Bridge

The guide presents a model for helping parents of handicapped children and professionals work together. The Project Bridge model calls for parents and professionals to act as a team in delivering a workshop for other parents and educators. Aspects of planning the workshop, including choice of location, publicity, and cost questions are reviewed. The bulk of the document is composed of the workshop curriculum which is laid out in activity descriptions with suggestions for preparing for each activity. Activity descriptions include the goal, procedures, training tips, and things to remember. Among activities described are the welcome and introductions, goal sharing, identification of concerns and common problems, and parent and educator teamwork. Case studies are included as opportunities for joint problem solving. A final section is a guide for facilitators, with information about grouping and organizing the activities and suggestions for planning and rehearsing the workshop. Included in 13 appendixes are sample registration forms, a sample agenda, and sample case study solutions. (CL)

listed separately for primary age (up to 8 years), intermediate age (9-15 years), and adult (16-26 years). Ideas for group homes and family environments are also presented. (SEW)

ED 232 385 EC 152 683

Barringer, M. D.; And Others
Playin' Around! Molehills Out of Mountains. A Resource and Activity Guide for the Developmentally Disabled.
Wayne County Intermediate School District, Detroit, Mich.
PUB DATE- 82
AVAILABLE FROM- You're Exceptional, 8313 Grayfield, Dearborn Heights, MI [illegible]8127 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adults; *Arousal Patterns; Children; Developmental Disabilities; Developmental Stages; Early Childhood Education; Educational Objectives; *Games; Infants; Interaction; *Interpersonal Relationship; *Learning Activities; *Play; *Severe Mental Retardation

A resource and activity guide for the developmentally disabled that focuses on functional and constructive play is presented. Some basic ideas for fostering dramatic play among the severely developmentally disabled are also introduced. In following a developmental approach, this guide identifies goals and objectives, and explains the relevance of the objectives to overall growth and development. Activities are suggested that describe how to increase the student's means of initiating arousal-seeking behaviors and how to use playful activities to teach learning tasks. The activities are listed separately for primary age (birth to 8 years), intermediate age (9-15 years), and adult 16-26 years). Developmental levels ranging from 0-6 months to 60-months-and-over are covered. Language correlates of the activities and ideas for group homes and family environments are also presented. The following goal areas are included: responding to self and environmental stimuli, initiating interaction with objects and/or adults, participating in social play with an adult as well as nonsocial play, demonstrating a novel use of a familiar object, participating in pretend activities, playing a simple game with a peer under adult supervision, increasing exploration skills and play knowledge, and cooperating to complete an activity/task. Appended materials include: C. Liesman's "Play Assessment and Developmental Play Chart," a play assessment form,

Mosely, Victoria A.; Todd, Earl W.
Mentorships for Gifted Students.
Cleveland Public Schools, Ohio.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Career Exploration; *Gifted Disadvantaged; Grade 11; High Schools; *Mentors; *Program Development
IDENTIFIERS- Ohio (Cleveland)

A mentorship program in the Cleveland Public Schools has provided services to 79 gifted disadvantaged high school juniors during a 3-year period. The program was designed to expand the student's understanding of career options through association with a skilled mentor with similar career interests. Mentors worked individually with students with the assistance of the project coordinator and supervisor. Interactions between mentor and student were varied and included tours and visits to the community, interviews with employers, and library research. The project's three phases included initiation, implementation, and evaluation. Excerpts from case study reports showed the value and kinds of mentorship experiences fulfilling major program objectives. Evaluation results were generally favorable from students, mentors, and parents. Suggestions were made for program improvement, including greater delineation of roles and responsibilities for each party. Among appended material are a sample list of mentor-student experiences, sample forms, and several case studies. (CL)

ED 232 400 EC 152 700

The Report of the Commission on the Financing of a Free and Appropriate Education for Special Needs Children.
Commission on the Financing of a Free and Appropriate Education for Special Needs Children, Washington, DC.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Opinions/Personal Viewpoints/Position Papers/Essays (120)

State Dept. of Education, Harrisburg. Bureau of Planning, Research, Evaluation and Dissemination.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special Education.

PUB DATE- 82

GRANT- 79054S

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- *Committees; *Disabilities; Elementary Secondary Education; *Mainstreaming; *Needs Assessment; Program Costs; Program Evaluation; *Workshops

IDENTIFIERS- Mainstreaming Planning Committees; Pennsylvania (Montgomery County); Project IMPACT

The guide describes Project IMPACT (Implementing Mainstreaming Programs through Active Cooperative Training), an approach involving teachers, parents, and support personnel in Mainstreaming Planning Committees (MPCs) to consider general issues and procedures. Based on experiences over a 2-year period (September 1, 1979-February 28, 1982) of pilot MPCs in elementary and secondary schools, the guidebook addresses the following topics (sample subtopics in parentheses): the role of the building principal; the needs assessment (development and administration to determine operational, curricular, and inservice training needs); the role of the facilitator; structure of the MPC workshop; responsibilties of the MPC; costs (covering meeting room, refreshments, duplication, and personnel); and evaluation. Extensive appendixes include resource material for the facilitator on such topics as P.L. 94-142, the Education for All Handicapped Children Act, and curriculum modification. (CL)

ED 232 417 EC 160 022

Kline, Janet F.

Project IMPACT (Implementing Mainstreaming Programs through Active Cooperative Training). Technical Report. Phase I and II. September 1, 1979-February 28, 1982.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.

SPONS. AGENCY- Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Planning, Research, Evaluation and Dissemination.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special Education.

ED 232 433 FL 013 729

MacDonald, Barry; And Others
Bread and Dreams: A Case Study of Bilingual Schooling in the U.S.A. CARE Occasional Publications No. 12.
University of East Anglia, Norwich (England). Centre for Applied Research in Education.
REPORT NO - ISBN-0-904510-10-7
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Bilingual Education Programs; Case Studies; Curriculum Development; Educational Assessment; *Educational Policy; *Educational Practices; Elementary Secondary Education; Language Research; *Political Influences; *Program Evaluation
IDENTIFIERS- Massachusetts (Boston); *Rafael Hernandez Elementary School MA

The background, design, results, and implications of an investigation of bilingual education, based on programs in Boston, are examined. The goals of the investigation were to: (1) portray bilingual schooling in practice; (2) provide an educational critique of bilingual schooling; (3) analyze the issues; and (4) review bilingual research, evaluation, and recommendations. An in-depth study was conducted at Boston's Rafael Hernandez Elementary School, which was observed for 3 weeks. Minor studies of three other Boston bilingual programs at the elementary, middle school, and high school levels were also conducted. The analysis involved a study of bilingual policy and politics in Boston, based on interviews and documents, supplemented by secondary bilingual data from the existing literature. Rafael Hernandez Elementary School is described through a visiting observer's reconstruction of events and experiences, followed by detailed information about the Hernandez school in action. A more structured and less detailed account of the three supplementary schools, which offer bilingual programs as an adjunct to a mainstream curriculum, is provided. The concluding section considers: language, teaching, and bilingual schooling; curriculum development and reunification; an overview of politics and bilingual education; and linguistic minorities in Britain. An appendix discusses the research design and methods. (SW)

A Handbook for Bilingual School Resource Centres. Second Edition.
British Columbia Teacher's Federation, Vancouver.
SPONS. AGENCY- British Columbia Dept. of Education, Richmond. Modern Languages Services Branch.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Bibliographies; *Bilingual Schools; Elementary Education; *French; *Immersion Programs; Library Acquisition; Library Catalogs; *Library Collections; Resource Centers
IDENTIFIERS- *British Columbia

Guidelines are provided for teacher-librarians organizing bilingual school resource centers at British Columbia schools with French immersion programs. The guidelines address (1) the handling of French language materials within the collection; (2) selection and acquisition; (3) selection of vertical file materials; (4) budgeting, cataloguing, and filing; (5) terminology; and (6) aspects of the Resource Center Program. The appendices include bibliographies of selection and ordering tools and research and study skill materials, translations of cataloguing terms, addresses of resources and publishers, and samples of ordering letters, catalogue cards, and cross reference cards. (RW)

ED 232 451 FL 013 825

Manuel pratique pour les orthopedagogues: Immersion Precoce=Practical Handbook for Learning Assistance Teachers in Early French Immersion.
British Columbia Dept. of Education, Victoria. Div. of Public Instruction.
PUB DATE- 81
LANGUAGE- French
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *French; *Immersion Programs; Primary Education; *Remedial Instruction; Remedial Teachers; Second Language Instruction; Teacher Role
IDENTIFIERS- *British Columbia

Guidelines are provided for teachers who assist early French immersion students with learning problems. Learning assistance is

ED 232 467 FL 013 842

McConochie, Jean
Shopping for Community Contacts.
PUB DATE- 71
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adults; Cultural Education; Culture Contact; *English (Second Language); Language Teachers; *Learning Activities; *Speech Communication

The use of errand assignments as a means of encouraging language use outside the language classroom is described. The errand assignments were developed for the Japanese Teachers Program, in which Japanese teachers of English visited the United States for language practice. Participants were asked to go to such places as florists, furniture stores, jewelers, drug stores, barbers, and police stations to perform such errands as purchasing items, finding out prices, and inquiring about local laws. Each errand assignment was given to two people, one of whom acted as the performer while the other served as the reporter. The assignments combined a structured activity with the opportunity for interaction with members of the host culture. (RW)

ED 232 468 FL 013 843

King, E. G.
How to Do Things with Words: Language and the Gifted.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Gifted; *Language Usage; Learning Activities; Secondary Education; Semantics; Sociolinguistics; *Speech Communication; Verbs
IDENTIFIERS- Austin (J L); Grice (H P)

The linguistic philosophies of H. P. Grice and J. L. Austin are discussed, and ways of applying their ideas to learning activities for gifted students are suggested. Grice's work focuses on prerequisites for successful conversation, the cooperative

Ashland Coll., Ohio.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Cultural Exchange; *English (Second Language); *Foreign Students; Higher Education; *Intercultural Communication; Intermediate Grades; *Lunch Programs; Program Descriptions; Second Language Programs
IDENTIFIERS- PF Project

An effective, inexpensive means of cross cultural and linguistic enrichment is available through a "Friday Lunch Program" developed by Ashland College, Ohio in October 1980. International students from the college meet in three one-hour lunches, with selected 5th and 6th grade students from local schools. The lunches are intended to increase cultural awareness for the elementary students and facilitate ease in usage of casual conversational English for the international students. Principals, teachers, parents and students have shown acceptance and continued interest in the program, making it a required part of the curriculum for listening/speaking classes in three upper levels of the intensive English program at Ashland College. (JW)

HE

ED 232 486 HE 015 678

Hoy, John C., Ed.; Bernstein, Melvin H., Ed.
Financing Higher Education: The Public Investment.
REPORT NO.- ISBN-0-86569-114-2
PUB DATE- 82
AVAILABLE FROM- Auburn House Publishing Company, 131 Clarendon St., Boston, MA 02116.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Economic Climate; Educational Benefits; *Educational

ED 232 500 HE 016 362

Recruitment and Retention of Engineering Faculty. A Report to the Legislature in Response to Assembly Bill 2023.
California State Postsecondary Education Commission, Sacramento.
REPORT NO.- CR-83-16
PUB DATE- 21 Mar 83
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Assistantships; College Faculty; *Engineering Education; *Faculty Recruitment; Higher Education; Income; *Personnel Policy; School Surveys; Teacher Employment Benefits; *Teacher Persistence; *Teacher Salaries
IDENTIFIERS- California Maritime Academy; *California State University; *University of California

The development and impact of recent actions by the University of California, the California State University, and the California Maritime Academy to enhance recruitment and retention of engineering faculty are examined. In addition, national data on engineering faculty salaries and incentives are summarized, based on 1982 findings of a California Postsecondary Education Commission survey. Other relevant studies regarding recruitment and retention of engineering faculty are also reviewed, and recommendations for action by state government, industry, and higher education are offered. The 1982 survey of 109 colleges other than California public institutions covered the amount of engineering salaries, salary flexibility within engineering, range of starting salaries, graduate assistant salaries, use of other faculty incentives, and outside income of faculty. It is concluded that improved recruitment and retention of engineering faculty can be accomplished through a variety of means, including nonsalary benefits, increased salaries, and graduate support for potential faculty. Appended materials include: portions of the text of California Assembly Bill No. 2023, a section of the 1982 survey report, policy statements on outside income of faculty, and a bibliography. (SW)

ED 232 515 HE 016 404

Premfors, Rune; Wittrock, Bjorn
R&D and Public Policy-Making.
National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.
PUB DATE- 83
AVAILABLE FROM- National Swedish Board of Universities and Colleges, Research and Development Unit, P.O. Box 45501, S-104 30 Stockholm, Sweden.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Journal Articles (080)
DESCRIPTIONS- *Educational Policy; Foreign Countries; *Higher Education; Linking Agents; *Policy Formation; *Public Policy; *Research Utilization; Social Science Research
IDENTIFIERS- *Sweden

Studies on the relationship between research and development (R&D) and public policymaking processes are reviewed. Attention is directed to R&D utilization in Sweden and other countries. The publications are grouped into four categories: policymaking and knowledge utilization, research policy, higher education policy, and knowledge utilization in higher education policy. In addition to two literature reviews concerning utilization of social research in policymaking, the scope of the publications cover: circumstances enabling policy intellectuals to serve as intermediaries between policymakers and research; problems surrounding knowledge utilization in planning processes; the work of Charles Lindblom and Aaron Wildavsky; the growing interest of both decisionmakers and researchers in the later stages of the decisionmaking process; social research and Swedish government commissions; research policy in Scandinavian countries; trade union research policy; higher education policy in Sweden, France, and Great Britain; Swedish policy concerning uniform higher education; values and higher education policy; Swedish R&D activities in higher education; the regionalization of Swedish higher education; and trends in R&D production and utilization in Sweden since 1930. A list of 23 publications is appended. (SW)

Partnerships"; "Machiavellian Diplomacy in Modern Dress: Articulation and Transfer between Postsecondary Institutions"; "Effective Learning Style Utilization." (SW)

ED 232 530 HE 016 424

Schmidt, Marlin R.
Campus Response to Learning Disabled. Academic Adjustments and Role of Faculty.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Accessibility (for Disabled); *College Students; Higher Education; Information Needs; Intervention; *Labeling (of Persons); *Learning Disabilities; Stereotypes; *Student Teacher Relationship; *Teacher Attitudes; Teacher Role

The role of the faculty in helping the learning disabled student succeed on campus is discussed. It is suggested that faculty members who reject the learning disabled are at one end of the spectrum, while the faculty members who treat the disability as incidental while providing assistance are at the other end. The rejecting faculty member may perceive the learning disabled student to be lazy, unmotivated, and not intelligent enough to be in college. Such characteristics as the students' limitations in reading and writing and need for repetition to understand assignments may influence faculty members to label these students as unfit for higher education. Other types of faculty attitudes/reactions are as follows: mothering, inexperience in making the correct classroom adjustments, and realism and flexibility in class expectations and accommodations. Two effective faculty interventions currently in use are modeling and contacts with information. In modeling, resource people help faculty to make classroom accommodations, while contacts with information help to raise the consciousness of faculty about the needs of the learning disabled student. Classroom interventions include administering tests orally to students with low reading/writing skills, and modifying class assignments. (SW)

ED 232 545 HE 016 466

Masland, Andrew T.
Organizational Culture in the Study of Higher Education. ASHE 1983 Annual Meeting Paper.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers. "Papers Presented at..." (150)
DESCRIPTIONS- *College Environment; *Group Behavior; *Higher Education; *Institutional Characteristics; *Organizational Climate; *Organizational Theories; Research Methodology
IDENTIFIERS- *ASHE Annual Meeting

The concept of organizational culture is defined, and its relevance to higher education is explored, along with possible approaches for uncovering organizational culture on a college campus. The literature on higher education includes examples that apply the concept of organizational culture, or the implicit values, beliefs, and ideologies of organizational members. In higher education, culture affects student life, administration, and curriculum. Indicators of organizational culture that clarify both past and present cultural influences include sagas, heroes, symbols, and rituals. A saga usually describes a unique accomplishment of the organization, while heroes play a central role in an institution's saga because heroes are those who made crucial decisions or who exemplify the proper way to act. A symbol can make tangible an implicit value or belief and it can be recognized by the public as well. Finally, rituals translate culture into action (e.g., an outstanding teaching award ceremony). Three useful techniques to learn about the organizational culture are interview, observation, and document analysis. Studying organizational culture clarifies campus managerial styles and decision processes, which affect members of the organization. (SW)

ED 232 546 HE 016 467

Tobin, Katherine
The Language of Request: Annual Giftgiving to the University. ASHE 1983 Annual Meeting Paper.

ED 232 560 HE 016 483

Brandenburg, Richard K.; Simpson, William A.
The Use of Computation Diagrams and Nomographs in Higher Education. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Non-Print Media (100) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Planning; *Computation; Data Analysis; Diagrams; *Graphs; Higher Education; *Institutional Research; *Mathematical Models; Problem Solving; *Statistical Analysis
IDENTIFIERS- *AIR Forum; *Nomographs

The way that graphs can be used to make calculations that are commonly used by institutional researchers is described using specific examples, and the technique of constructing computational graphs (and nomographs) is outlined. It is shown that once a calculation involving several variables has been represented by a computation diagram or a nomograph, the user can often obtain solutions more quickly than is possible by computer. Two situations in higher education that warrant the use of diagrams and nomographs are as follows: whenever a routine calculation must be performed repeatedly, using different input values; and where a relatively simple analytical model is needed to calculate responses to "what if" questions posed in the form of values assigned to input variables. It is claimed that these devices equal the performance of a microcomputer, are more convenient to undertake, and can be used by all participants in a planning session. A mathematical model relating departmental workloads, student numbers, and faculty strength is developed. Diagrams include the following: a three-variable graph and a four-variable computational diagram for analyzing a technical/professional program. Seven reference texts on nomography and two on computation diagrams are identified. (SW)

ED 232 561 HE 016 484

Sauer, Kenneth R.; And Others
Reallocation and Program Review from a State-Level Perspective. AIR

ED 232 575 HE 016 499

Melchiori, Gerlinda S.; Nash, Nancy
The Impact of Higher Education: An Analysis of the Research. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Attendance; *Economic Factors; *Educational Benefits; *Higher Education; *School Community Relationship; Student Development
IDENTIFIERS- *AIR Forum

Research on the impact of higher education on the individual and society is reviewed, and the strengths and weaknesses of the research are identified. Attention is directed to the impact of higher education on individual students, the national economy, local and regional economies, teaching faculty and librarians (309 men and 68 women) employed by a public four-year college in fall 1981 were investigated. Four research available on the impact of higher education on the national affected salary significantly; while tenure, and often inconclusive, it is suggested that the investment (e.g., tuition, affected salary significantly; while tenure, race, and citizenship did not. and often inconclusive, it is suggested that the investment (e.g., tuition, time out) in human capital yields comparable return (income after completion) to investment in other capital. More studies have been conducted on the impact of colleges and universities on their respective locales or regions. Taking into account cost to the community for providing services to a college and its employees, these studies seem to demonstrate that benefits derived from supporting a college outweigh the costs to the community. Inferences can be drawn from the individual level to the societal level concerning the effects of higher education. (Author/SW)

ED 232 576 HE 016 500

Carter, Richard D.; And Others
Multivariate Alternatives to Regression Analysis in the Evaluation of Salary Equity-Parity. AIR 1983 Annual Forum Paper.
PUB DATE- May 83

ED 232 590 HE 016 514

Greene, James E., Jr.; And Others
Using Administrative Data as Unobtrusive Indicators of Teaching Performance. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Courses; *Evaluation Methods; *Faculty Evaluation; Higher Education; Institutional Research; Reliability; *Student Evaluation of Teacher Performance; *Teacher Effectiveness
IDENTIFIERS- *AIR Forum; *Course Selection

In order to address the issue of the reliability and possible bias of students' evaluation of the performance of college teachers, an unobtrusive indicator of teacher performance was investigated. The indicator was the degree to which teachers develop a following among students, measured by how often students return to teachers for additional courses. The model uses 5 years of student course and grade data at a large, state university, which entailed the records of 50,000 students, the one-half million courses they took, and 2,275 teachers. The findings suggest that the measure of students taking additional courses from faculty members can be a valid indicator of teaching effectiveness, and can be used along with students' ratings. The ability to use this type of administrative data to augment existing systems of evaluating teacher effectiveness is advocated, since diversity of measurement not only reinforces reliability, but can enhance the effect of valid and unbiased teacher performance indicators. It is concluded that such data, when used in conjunction with other evaluative methods, can be a valuable resource. (SW)

ED 232 591 HE 016 515

Todd, Edward S.
Impact of the "Steel Collar" Revolution and Robotics upon Higher Education. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

ED 232 605 HE 016 529

Lundy, Harold W.; Davis, Bobby
Development of a Planning and Institutional Research Subsystem at Grambling State University. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Budgeting; College Administration; *College Planning; Databases; Educational Finance; Enrollment Trends; Higher Education; *Institutional Research; *Management Information Systems; *Prediction; Program Development; Program Implementation; *Resource Allocation; Simulation; State Universities; Statistical Data; Student Characteristics; Teacher Characteristics
IDENTIFIERS- *AIR Forum; *Grambling State University LA

The development and implementation of a planning and institutional research subsystem by Grambling State University (GSU) are described. Three components of the subsystem are as follows: the Grambling Institutional Data System (GRIDS), simulation and forecasting models, and the management reporting system. The way that GSU has improved the allocation of the institution's resources is also discussed. Principles guiding system implementation include: producing tangible system outputs early, incorporating maximum flexibility in the system, and developing standard data definitions. GRIDS consists of a historical database and a collection of reporting routines to produce formatted tables. The historical database contains financial and academic data. Aggregate data are included for each department, and summary data are included for each of the colleges and for the entire university. Ten simulation and forecasting models were developed to estimate the future student body and faculty characteristics, facility utilization, and revenues and expenditures. The management reporting system translates the 5-year planning budget into annual operating plans. A literature review and bibliography are included. (SW)

ED 232 606 HE 016 530

Roberts, Adrian R.; Garg, Devendra P.
Utilization of Participatory Electronic Technology in Group

Spelling Strategy. MicroSIFT Courseware Evaluation.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Programs; Drills (Practice); Elementary Education; Junior High Schools; Microcomputers; Remedial Instruction; *Spelling Instruction; Word Lists
IDENTIFIERS- Apple II; Courseware Evaluation; Microcomputer Software and Info for Teachers; Neurolinguistic Programming; PF Project; Software Evaluation; *Software Reviews

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT (Except for the Evaluation Summary Table): VERSION: Copyright 1981. PRODUCER: Behavioral Engineering, 230 Mt. Hermon Road, Suite 207, Scotts Valley, CA 95066. EVALUATION COMPLETED: January, 1983 at the Oakland ISD in Pontiac, Michigan. COST: $45.00. ABILITY LEVEL: Grades 2 to 8. SUBJECT: Language Arts. TOPIC: Spelling. MEDIUM OF TRANSFER: 5-1/4" flexible disk. REQUIRED HARDWARE: Apple II, 48K, single drive, color monitor recommended. REQUIRED SOFTWARE: Applesoft, DOS 3.3. INSTRUCTIONAL PURPOSE: Standard instruction. INSTRUCTIONAL TECHNIQUES: Remediation, drill and practice, tutorial, authoring. DOCUMENTATION AVAILABLE: In program--sample program output, student's instructions. In supplementary materials--sample program output, program operating instructions, teacher's information, resource/reference information, student's instructions. INSTRUCTIONAL OBJECTIVES: (INFERRED) To increase the users spelling skills. INSTRUCTIONAL PREREQUISITES: None. CONTENT AND STRUCTURE: This package is a spelling drill and practice that employs sound, color graphics and a special "mind's eye" technique to help recall words. POTENTIAL USES: Supplement for individuals or pairs of students. Good for anyone with spelling difficulties. Especially good in reading lab or special education class. Easy entry of weekly spelling lists. Menu option of adding individual word lists with sentence practice. MAJOR STRENGTHS: Presents spelling words in unusual and attractve format. Students intrigued by need to visualize words forwards and backwards. Hi-res displays change very quickly--much faster than many other programs. Good techniques for spelling words. Good reinforcement with several program options. MAJOR WEAKNESSES: Learner must make many choices before program starts. Student must indicate: A) name, B) favorite color, C) upper or lower case, D) right or lefthanded, E) sound or no sound, F) choose word list from menu, G) choose from menu of five options. Program would be better if some choices could be preset by teacher correct; (4) typing mistakes may not be corrected; (5) the format of the program is inconsistent; (6) a student can win by correcting a mistake--there is no final score. EVALUATION SUMMARY: Evaluators indicate they would not use or recommend this package. (See Major Weaknesses.) (Author)

ED 232 631 IR 020 019

Comprehension Power Program. MicroSIFT Courseware Evaluation.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Computer Assisted Instruction; Computer Managed Instruction; *Computer Programs; Drills (Practice); Intermediate Grades; *Reading Comprehension; Reading Rate; Secondary Education
IDENTIFIERS- Apple II; Apple II Plus; Courseware Evaluation; Microcomputer Software and Info for Teachers; PF Project; Software Evaluation; *Software Reviews

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT (Except for the Evaluation Summary Table): PRODUCER: Milliken Publishing Company, Instructional/Communications Technology, 10 Stepar Place, Huntington Station, NY 11746. EVALUATION COMPLETED: June 1982 by the Portland Public Schools, Portland, Oregon. VERSION: Level B, level H. COST: $425.00. ABILITY LEVEL: Grades 4-12. SUBJECT: Language arts; reading comprehension. MEDIUM OF TRANSFER: 5-1/4" flexible disk. REQUIRED HARDWARE: 48K Apple II or Apple II Plus, single disk drive, monitor or television. REQUIRED SOFTWARE: Applesoft. INSTRUCTIONAL PURPOSE: Remediation, standard instruction, enrichment, assessment. INSTRUCTIONAL TECHNIQUES: Drill and practice, tutorial, learning management, utility, adjusting reading rate, testing. DOCUMENTATION AVAILABLE: Program operating instructions and student instructions are in the computer program. Suggested grade and ability level, instructional objectives, prerequisite skills or activities, sample program output, program operating instructions, teacher's information, student's instructions, student worksheets and material defining comprehension skills are included in the supplementary materials. INSTRUCTIONAL OBJECTIVES: To develop the ability to follow directions, to provide extensive and varied reading experiences, to improve vocabulary, to preview effectively, to read more rapidly with comprehension and to practice 25 major comprehension skills. INSTRUCTIONAL PREREQUISITES: Reading one teacher's manual. Two to three players are assigned areas on a map by the computer. Each player is assigned a research fund and skill level. Players must conduct simulated scientific surveys, such as infrared scans, of their areas and predict volcanic eruptions. Players keep records, dispense a research budget, plan research strategies and evaluate research results. ESTIMATED STUDENT TIME REQUIRED: Two to four hours. POTENTIAL USES: Volcanoes could be used to supplement a high school geology or earth science class which covers volcanism. The package could also be used with advanced upper elementary and junior high school students. The teacher would need to provide students with adequate background information and time in order to successfully complete the simulation game. MAJOR STRENGTHS: The background information and instructor's manual are very well written. A pretest, posttest and helpful bibliography are included. Volcanoes allows the student to simulate the role of a volcanologist and provides insight into the role of a research scientist and the science of volcanology. MAJOR WEAKNESSES: Students had some difficulty learning what to do to successfully predict an eruption. It would be helpful to have the computer print a list of current conditions, i.e., gases, recent seismic activity, location of hot spots, etc. This would give student more of an opportunity to get a "feel" for expected eruptions. EVALUATION SUMMARY: Evaluators indicate they would use or recommend use of this package with little or no change. (Author)

ED 232 641 IR 020 029

Newton. MicroSIFT Courseware Evaluation.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Programs; *Gravity (Physics); Microcomputers; *Motion; Physics; Postsecondary Education; *Science Instruction; Secondary Education; Simulation
IDENTIFIERS- Apple II; Apple II Plus; Courseware Evaluation; Microcomputer Software and Info for Teachers; Newton Laws of Motion; PF Project; Software Evaluation; *Software Reviews

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT (Except for the Evaluation Summary Table): VERSION: Member's Apple Demonstration Kit. PRODUCER: Conduit, P.O. Box 388, Iowa City, Iowa 52244. EVALUATION COMPLETED: June 1982 by the staff and constituents of the

ED 232 654 IR 050 279

Powell, Ronald R.; And Others
Adult Public Library Use and Reading as Influenced by Childhood Socialization Factors.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Adults; Interviews; National Surveys; *Parent Influence; Public Libraries; *Reading Habits; Reading Research; *Socialization; Statistical Analysis; Tables (Data)
IDENTIFIERS- *Childhood Experiences; Chi Square Test; *Library Users; Multiple Classification Analysis

This study was undertaken to investigate the relative importance of childhood experiences in determining adult reading and public library use. Data were gathered via a nationally representative telephone interview conducted by the Survey Research Center of the University of Michigan. The interview contained 25 questions relating to current reading habits, library use during the previous year, and childhood experiences related to reading and library use for the respondent and the respondent's parents. In addition, demographic data were obtained from the respondents. Based on usable responses obtained from 342 persons (95% of the persons interviewed), it was determined that heavy library users and readers were not unlike those characterized by earlier studies. A substantial number of childhood variables did prove to have statistical relationships with reading and library use. The results clearly indicated the importance of social learning and parents as primary agents in the development of reading and library habits. Childhood factors were in general more powerful predictors of both reading and library use than demographic factors. A list of 22 related references and 11 tables of survey results are included in the report. (Author/ESR)

ED 232 655 IR 050 280

ED 232 669 IR 050 308

Statewide Performance Guidelines for Oklahoma Public Libraries.
King Research, Inc., Rockville, Md.
SPONS. AGENCY- Oklahoma State Dept. of Libraries, Oklahoma City.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Data Collection; Evaluation Criteria; *Evaluation Methods; *Guidelines; Library Networks; Library Planning; *Library Services; *Library Standards; Needs Assessment; Performance Factors; *Public Libraries; State Libraries; Statewide Planning
IDENTIFIERS- *Oklahoma

Intended for use by state library officials with policy responsibilities, this report presents a process for determining state levels of adequacy of public library services, measuring the current statewide performance, and planning statewide strategies for improving performance. Several facets of library service and resources are addressed, and criteria are delineated for various levels of service for communities of various sizes. A brief review of public library development in the United States and in Oklahoma focuses both on the role of public library standards and performance measurement, and on the role of state library agencies in fostering public library development. A discussion of statewide performance guidelines covers concepts of performance and adequacy, and guideline development. An overview of components of the performance measures developed for the project examines the process involved in their development, the assumptions underlying the measures, their scope, and their general applications. The most promising applications of the guidelines for the Oklahoma Department of Libraries (ODL) are then discussed more specifically. Finally, processes for assisting public libraries with local needs assessment and planning are outlined. An appendix describes procedures for systematically compiling and reporting local library data using data matrices, data graphs, and narrative reporting. (LMM)

information relating to the Soviet Union; and a sample questionnaire. (ESR)

ED 232 684 IR 050 331

McCabe, Gerard B.
Library Services for the Distant Learner, The Clarion State College Libraries' Experience.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Distance Education; Higher Education; *Library Cooperation; *Library Education; Library Extension; *Library Services; *Professional Education
IDENTIFIERS- *Clarion State College PA

This paper presents the experience of Clarion State College Libraries in supporting an off-campus program offered for graduate library science students in Harrisburg, Pennsylvania, and discusses the rationale for off-campus continuing education library service. Descriptions are given of the development of the off-campus library science program and the methods used to provide library materials in support of the program from the Dauphin County Public Library, the Pennsylvania State Library, and Clarion State College's own campus library. There is also a brief discussion of the accreditation of off-campus programs. Reasons for the full library support of off-campus programs are provided as well as a list of recommendations for library support requirements, and an expression of advocacy for state or regional standards covering off-campus library support. (ESR)

ED 232 685 IR 050 332

Bain, Christine A.; And Others
Manual for Assessing the Quality of Health Sciences Libraries in

from the conditions that led to the library's earlier development. The author's vita and numerous references are included in this report. (Author/ESR)

ED 232 698 IR 050 352

Roberts, Matt T.; Etherington, Don
Bookbinding and the Conservation of Books. A Dictionary of Descriptive Terminology.
Library of Congress, Washington, D.C.
REPORT NO.- ISBN-0-8444-0366-0
PUB DATE- 82
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (LC 1.2:B64/3).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- Archives; Biographies; *Books; Definitions; *Preservation
IDENTIFIERS- *Book Binding; Rare Books

Intended for bookbinders and conservators of library and archival material and for those working in related fields, such as bibliography and librarianship, this dictionary contains definitions for the nomenclature of bookbinding and the conservation of archival material, illustrations of bookbinding equipment and processes, and biographical vignettes of notable binders. Details of the history of bookbinding and discussions of materials used are included, where applicable, in the definitions. In addition, definitions provide answers to questions, e.g., the best treatment for leather bindings, and useful items of information, e.g., the standard sizes of paper. It is noted that the definitions were drawn, whenever possible, from the most authoritative sources available. Sources for definitions are indicated by numbers which refer to the 373-item bibliography included at the end of the dictionary. A series of 13 color photographs of various bindings and endpapers is also included. (ESR)

ED 232 699 IR 050 353

ED 232 713 JC 830 343

Lewis, Nancy; Sbaratta, Philip
A Competency-Based System for Composition.
North Shore Community Coll., Beverly, Mass.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Community Colleges; *Competency Based Education; Course Objectives; *Course Organization; *Remedial Instruction; Two Year Colleges; Writing (Composition); Writing Exercises; *Writing Instruction; Writing Processes

This packet of competency-based instructional materials was developed for use in all sections of North Shore Community College's developmental composition course. Introductory material traces the development of the competency-based system at the college, which stemmed from a need for a more consistent approach in the composition classes. Next, the student materials are presented. First, a rationale for the course and its basic premises are highlighted (e.g., writing is learned by writing, writing problems are often thinking problems, and writing is a process involving particular stages). Next, course procedures are specified, including attendance requirements, writing tasks, solution plan for writing problems, the role of student assistants, grading, class session requirements, and maintenance of a record of progress. Then, stages in the composing process are outlined, including listing details and finding a focus, writing a thesis statement and outline, preparing first and subsequent drafts, revising until the composition meets specified criteria, and preparing the final draft after the instructor's approval to proceed is obtained. Instructions for completing eight composition assignments are then provided, which specify the task, indicate the audience and length of the composition, and discuss important concepts and ways to proceed. The course final examination concludes the packet. (HB)

ED 232 714 JC 830 349

ED 232 727 JC 830 368

Junior College Directory, 1965. Period Covering June 1963-May 1964 and Fall Enrollments for 1964.
American Association of Junior Colleges, Washington, D.C.
PUB DATE- 65
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Numerical/Quantitative Data (110)
DESCRIPTIONS- Accreditation (Institutions); Administrators; *College Faculty; College Presidents; Community Colleges; *Enrollment; Full Time Faculty; *Full Time Students; National Surveys; Part Time Faculty; *Part Time Students; Private Colleges; Professional Associations; Public Education; Single Sex Colleges; Technical Institutes; *Two Year Colleges; Two Year College Students
IDENTIFIERS- *American Association of Junior Colleges

Based on a survey conducted by the American Association of Junior Colleges (AAJC), this directory provides information on 719 non-profit, public and private two-year colleges in the United States and its territories, including statistics on 1963-64 enrollments and personnel. Following material on the scope and compilation of the directory, observations on the data are made. Next, the directory lists the colleges alphabetically by state, including the following information for each: location; chief administrative head; AAJC membership; state recognition or accrediting agency; co-educational or single-sex status; type of control or affiliation; October 1963 enrollment of full- and part-time freshman, sophomores, and unclassified students; October 1963, summer 1963, and October 1964 total enrollments; and full- and part-time instructional and administrative faculty in 1963-64. Statewide enrollment summaries are then provided for all institutions and public and independent colleges, followed by tables showing distribution of size of enrollment, independent and church-related colleges by type of control or affiliation, and accredited schools by state. Information on changes in institutions since the previous year, the AAJC, and junior college organizations is presented in the final sections.

with lists of community, junior, and technical college organizations and state administrators for two-year college education, and an alphabetical listing of colleges. (AYC)

ED 232 740 JC 830 381

Drake, Sandra L., Ed.
Community, Junior, and Technical College Directory, 1978. Full-Time and Part-Time Enrollments for Fall 1976 and Fall 1977.
American Association of Community and Junior Colleges, Washington, D.C.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Accreditation (Institutions); Administrators; *College Faculty; College Presidents; Community Colleges; Community Education; Educational Trends; *Enrollment; Fees; Full Time Faculty; *Full Time Students; National Surveys; Part Time Faculty; Part Time Students; Private Colleges; Professional Associations; Public Education; School Schedules; Technical Institutes; Tuition; *Two Year Colleges; Two Year College Students
IDENTIFIERS- *American Association of Community and Junior Colls

Based upon a questionnaire survey of two-year institutions conducted by the American Association of Community and Junior Colleges (AACJC), this directory provides information on 1,235 community, junior, and technical colleges in the United States and its territories, as well as 1976 and 1977 statistics on enrollments and personnel for each. Following introductory material on the trends revealed by the directory, a data summary, suggestions for interpreting the data, and a list of changes in institutions since the previous year are presented. Next, the directory lists each two-year college alphabetically by state or country and provides the following information: location; chief executive officer; telephone number; year college classes began; type of control or affiliation; AACJC membership; state recognition or accrediting agency; type of academic calendar; October 1976 and 1977 full- and part-time and total enrollment; community education enrollment in 1976-77; full- and part-time and total faculty, professional staff, and administrators as of October 1977; and tuition and fees required in 1977-78. Next, tables are presented summarizing enrollment and personnel data by state for all institutions, and for public and

ED 232 753 PS 013 353

Carlson, Kristi A.
The Measured Reactions of Children to Treatments of Storytelling and Illustrated Books.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- Comparative Analysis; *Creativity; *Freehand Drawing; Illustrations; Picture Books; *Preschool Children; Preschool Education; *Story Reading; *Story Telling
IDENTIFIERS- Bettelheim (Bruno)

To test Bettelheim's claim that picturebook illustrations adversely affect children's imagination, this study examined effects of an adult's storytelling versus picturebook reading on the creativity of 11 preschool children. Initially, a total of 292 interviews were held with 30 children; the reduced final sample was composed of children with high levels of attendance at treatment sessions. In the treatment phase of the study, each child was read a story from a picturebook or was told the story; afterwards, the child was asked to tell a story of his or her own. When the child did not tell a story, it was suggested that he or she might wish to color and that a story might occur while coloring. All stories told by subjects were tape-recorded and transcribed. A total of 141 stories and 293 drawings were analyzed. Additionally, subjects' parents completed a questionnaire concerning their children's sensory perception and stimulation in their home environments. Generally, findings indicated that (1) treatment with illustrated storybooks increased children's quantity of drawings and the figural quality of those drawings and (2) storytelling resulted in more stories told, an increased flexibility in language, and greater coherence of thought. An appendix discusses one child's reticence to tell stories when "competing" with book form. (Author/RH)

Lindeman, David P.; And Others
Organizing a Special Education Program Utilizing the Theory Z Model of Management.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administration; Elementary Secondary Education; Evaluation Methods; Feedback; *Inservice Teacher Education; *Institutional Schools; *Mental Retardation

An alternative management model was implemented to increase teacher productivity in an institutional school for 185 mildly to severely mentally retarded children. The model included three components: a management structure that allowed for problem solving while still motivating staff; an inservice program for staff; and an evaluation system to provide staff with feedback on the effectiveness of their instruction. A shift in management placed greater responsibility on teachers and led to the development of self managed units consisting of four to five teachers. The inservice program addressed instructional planning activities, direct instructional behaviors, and evaluation procedures. A minicomputer was used to provide evaluatory feedback allowing staff to assess their level of productivity. (CL)

ED 232 354 EC 152 634

Halvorsen, Ann Tiedmann
Models of Parent Involvement in the Educational Process of Their Severely Handicapped Child: Past Assumptions and Future Directions.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Elementary Secondary Education; *Models; *Parent Participation; Parent Teacher Cooperation; Program Design; *Severe Disabilities

Models of parent involvement in the education of severely handicapped children are reviewed, and the assertion is made that most parent involvement programs reflect professional priorities rather than parental viewpoints and needs. Assumptions underlying

ED 232 370 EC 152 650

Kohn, Marjorie; Williams, Jane
Integrative Arts Activities Guide for the Severely and Profoundly Handicapped.
National Committee, Arts for the Handicapped, Washington, D.C.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- 80
GRANT- G00780457
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Art Activities; *Dance; *Drama; Elementary Secondary Education; *Music; *Severe Disabilities; Severe Mental Retardation; *Visual Arts

The guide suggests ways to incorporate arts activities into the curriculum for severely and profoundly handicapped students. The guide was developed through the work of visiting art teams consisting of artists in music, visual arts, dance/movement, and drama. The resulting guide was field tested at five sites. Activities are aimed at three levels of development: awareness, imitation, and self-initiation. For each developmental level, the activity's aim and description are included. Also addressed within each activity suggestion are materials needed, expansions, or additional ways to teach the activities, and modifications for adapting the activities for children with specific handicaps. Following general information on infusing art techniques into the curriculum, activity suggestions are presented for visual arts, dance/movement, music, and drama. An annotated bibliography and lists of consultants in each field are among appended materials. (CL)

ED 232 371 EC 152 651

Lister, Bob; Hnatiuk, Vic
Teaching Handicapped Children: A Resource Guide for Classroom Teachers.

suggestions for running a play group and introducing the concept of games in a play group, and a list of about 22 references. (SEW)

ED 232 386 EC 152 684

Lillie, David L.
Comparison of Microcomputer-Generated IEPs and Teacher Written IEPs: A Pilot Study.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Computer Managed Instruction; *Computer Programs; *Educational Objectives; Elementary Education; *Individualized Education Programs; Junior High Schools; *Learning Disabilities; Microcomputers; *Student Evaluation
IDENTIFIERS- *UNISTAR I IEP Program

A pilot study comparing Individualized Education Programs (IEPs) generated with the assistance of the UNISTAR I microcomputer software program and teacher-written IEP is briefly described, and an IEP is appended. In addition, the time and costs associated with the development of IEPs and the interest in the application of microcomputers to develop and write IEPs are mentioned, and the UNISTAR I IEP program is briefly described. The study employed 12 randomly-selected teacher-developed IEPs from the 1981-82 school year at three elementary schools in the Charlotte-Mecklenburg School System, North Carolina. Identification information and present functioning-level information for each of the 12 students were taken from the IEPs and used to generate 12 microcomputer-assisted IEPs using the UNISTAR I software program. Teachers rated the UNISTAR I microcomputer-generated IEPs significantly higher across each of the categories of the "Checklist for Documenting Appropriateness of the IEP." The UNISTAR I IEP program, which is used for learning disabled students at the elementary and junior high school levels, covers all requirements and provides the following: an intraindividual difference chart, a list of present functioning level data, the option to include goals and objectives in 11 academic/developmental areas, and a bank of about 600 annual goals and short-term instructional objectives. The appended computer printout of the sample IEP includes goals and objectives at the present functioning level, as well as a sequence of goals and objectives for the

DESCRIPTIONS- Agency Cooperation; *Disabilities; Elementary Secondary Education; *Federal Legislation; *Federal State Relationship; Financial Policy; *Financial Support; *Special Education; *State Federal Aid
IDENTIFIERS- *Education for All Handicapped Children Act

The report discusses issues related to special education financing and proposes nine actions to remedy problems in this area. The commission's members included leaders from professional organizations as well as representatives of federal, state, and local groups responsible for public education. The first six recommendations focus on improved administration and management of special education by state, federal, and local education officials. Among recommendations are: establishment of more flexible and individualized options within the regular education program; clarification of the financial responsibilities for related services mandated by P.L. 94-142, the Education for All Handicapped Children Act (EFAHCA); development of community-based residential programs; reduction of costs related to parent-school conflicts resulting from the implementation of the EFAHCA; the use of discretionary resources to encourage more effective administrative policies and practices at state and local levels; and development of interagency coordination at both state and local levels. Three additional recommendations focus on the need for continued support of the EFAHCA and for increased federal funds for early intervention. (CL)

ED 232 401 EC 160 001

Gelb, Steven A.
Special Education and Linguistic Minority Students: The Historical Bases of Discriminatory Practices.
PUB DATE- 18 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Cultural Differences; Elementary Secondary Education; *Handicap Identification; *Limited English Speaking; Mild Disabilities; *Social Bias; Social Influences; Special Education; *Student Placement

The paper reviews the history of assigning linguistic minority students to special education classes. The review begins with the Darwinistic view of J. Down who noted that the existence of "idiots" in European families was a throwback to lower developmental stages characteristic of the "Mongol race." Minority language groups and

PUB DATE- Apr 82
GRANT- 790545
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Committees; *Disabilities; Elementary Secondary Education; Inservice Teacher Education; *Mainstreaming; Needs Assessment; Surveys
IDENTIFIERS- *Project IMPACT

The report summarizes the first two phases of project IMPACT (Implementing Mainstreaming Programs through Active Cooperative Training), a Montgomery County, Pennsylvania approach using a committee format for analyzing and addressing mainstreaming needs. A needs assessment instrument examining four aspects of concern about mainstreaming was developed (curriculum considerations, school management issues, mainstreaming procedures, and inservice training), and data for four target schools and four control schools are compared. Results of the needs assessment and a mainstreaming survey are explained to indicate the positive effects of Project IMPACT in areas of procedures, curriculum, and management. Additional findings revealed that inservice programs appeared to have helped teachers become more comfortable with some aspects of mainstreaming. Extensive appended information includes case studies from both phases of the project of the target schools, with demographic data and discussion of committee decisions and activities; and tables of descriptive statistics of target schools' pre- and posttest performance on the mainstreaming needs assessment. (CL)

ED 232 418 EC 160 024

Hill, Paul T.; Madey, Doren L.
Educational Policymaking through the Civil Justice System.
Rand Corp., Santa Monica, CA. Inst. for Civil Justice.
REPORT NO.- ISBN-0-8330-0495-6; Rand/R-2904-ICJ
PUB DATE- 82
AVAILABLE FROM- Rand Corporation, The Institute for Civil Justice, 1700 Main Street, Santa Monica, CA 90406 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; Civil Rights; *Compliance (Legal); *Court

ED 232 434 FL 013 771

Tennis, Mel H.
The Validity and Reliability of an Haitian-Creole Oral Proficiency Test: A Report to the School Board of Dade County, Florida.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Comprehension; Elementary Education; *Haitian Creole; *Language Proficiency; *Language Tests; Native Speakers; Phonemes; Phonology; Semantics; *Speech Skills; Syntax; *Test Reliability; *Test Validity; Vocabulary Skills

The results of a newly developed Haitian-Creole oral proficiency test are presented. The test is administered in Haitian-Creole to Creole-speaking and limited-speaking Haitian-origin children at two educational levels: grades kindergarten through 3 and grades 4-6. The test is designed to assess the child's language proficiency in three linguistic areas: semantic, phonological, and syntactic. Five parts of the test consist of discrimination of minimal sound differences from word pairs, vocabulary, phonemes, sentence comprehension, and oral production. Results of the test administration in four Miami, Florida, samples are presented. The test was moderately easy for kindergarten pupils, easy for students in grades 1-2, and too easy for grades 5-6 students. The coefficients of reliability ranged from .88 to .97, which indicate that the test is internally consistent. Performance on the test is correlated highly with the Haitian teachers' ratings of pupils' ability to speak their native language. However, teachers' nominations of pupils with respect to academic standing were not related to performance on the proficiency test. The intercorrelation of part and total scores on the test generally were high and positive, suggesting the influence of one trait such as oral language skill. However, the few zero correlations that appear suggest that there may be two or more independent variables. (SW)

ED 232 435 FL 013 779

Attinasi, John; And Others
Intergenerational Perspectives on Bilingualism: From Community to Classroom. Final Report.

intended for pupils who are having trouble keeping up with their class and could benefit from short periods of individual or small group instruction. The functions of the learning assistance teacher include diagnostic assessment, direct and indirect instruction, consultation with other school personnel, preparation of instructional programs, record keeping, and such administrative activities as scheduling. Problems with psychomotor functions, perception, visual and auditory memory, language development, and mathematics are discussed. A bibliography of instructional materials, an English language version of a portion of the guidelines, and a description of the referral process are appended. (RW)

ED 232 452 FL 013 826

Transitional English Language Arts Resource Manual: Grade 3. Early Immersion.=Manuel de Ressources Programme de Transition Anglais-3e Annee. Immersion Precoce.

British Columbia Dept. of Education, Victoria. Div. of Public Instruction.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Curriculum Design; *English Instruction; French; Grade 3; *Immersion Programs; *Language Arts; Primary Education
IDENTIFIERS- *British Columbia

Guidelines are provided to assist teachers of grade 3 French immersion pupils in developing a concentrated English language arts program which will enable pupils to attain competency in the essential basic skills. The introduction of English language arts into the early French immersion program represents the pupils' first encounter with formal English instruction. Teachers can capitalize on the French language skills obtained in early French immersion for the implementation of an effective English language arts program. The guidelines address the importance of the transitional year, early diagnostic procedures, suitable beginning activities, positive transfer of learning, potential areas of confusion, designing the transitional language arts program, pupil evaluation, important basic skills, remediation and enrichment, and scheduling. Bibliographies of teacher reference materials and instructional workbooks, sample lessons, a sample schedule, and a letter to principle, and features of conversational implicature. Austin's work analyzes the distinction between performative and constative utterances. Activities for gifted students could involve identification of performative verbs and the ways in which they could fail to be performative. The students could also observe examples of performatives outside of the classroom and then develop their own definitions of performatives and the ways in which they can fail. Austin also addressed the nature of truth in language and distinguished five classes of performatives: verdictives, exercitives, commissives, behavitives, and expositives. (RW)

ED 232 469 FL 013 844

Vazulik, Johannes W.
Postsecondary ESL Methods in an Intensive Course Model.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *English (Second Language); Higher Education; *Intensive Language Courses; Learning Activities; Second Language Instruction; *Teaching Methods; *Vocabulary Development; *Writing Instruction

The methods and materials for teaching the vocabulary and writing components of an intensive summer English as a second language (ESL) program for foreign university students are described. Program goals are to improve English language proficiency and orient students to the American academic system and American culture. The approach to building vocabulary is systematic and intensive study of a core lexicon leading to vocabulary independence. Such exercises as word mazes, synonym and antonym matching, word association, and puzzles are used to help students acquire multiple shades of meaning, move words from the reading/listening to the reading/speaking vocabulary, and acquire independent learning skills that enable them to use their knowledge to decipher new words. The writing activities all consist of writing, obtaining feedback, and rewriting. The exercises include sentence combining and keeping journals. The daily schedule of activities for the 5-week course is described. (RW)

Finance; Expenditures; Federal Aid; Financial Policy; *Financial Support; Geographic Regions; *Government School Relationship; Higher Education; Income; *Public Policy; School Business Relationship; School Community Relationship; State Aid; *Taxes
IDENTIFIERS- *New England

The relationship between public investment in higher education and a strong regional economy is examined in eight chapters, with a focus on New England. In "Underfunding and Overtaxing in New England," Melvin H. Bernstein considers the business climate and excessive tax burdens in New England. "Higher Education: Investment or Expense?" (Michael S. McPherson) discusses the value of basic research and education and training, and implications for the New England region. In "Finance and the Future of Higher Education in New England," Patricia Flynn Pannell examines federal, state, and local support of higher education in New England, institutional financing, and policy implications. Four major problems in New England higher education are described in "The System of Higher Education in New England" by Jean Mayer and Robert W. Eisenmenger, while the importance of higher education to the economy is considered in "Higher Education in the Gross Domestic Product of New England States" by Ward S. Curran. The remaining three chapters are as follows: "Cooperation for What?" (Anthony P. Cernevale); "Tax Policy: Some Issues for Higher Education" (JoAnn Moody); and "The Absence of National Policy" (John C. Hoy). The following report is appended: "A Threat to Excellence: The Report of the Commission on Higher Education and the Economy of New England." (SW)

ED 232 487 HE 015 725

Wright, Jean
Learning to Learn in Higher Education. New Patterns of Learning Series.
REPORT NO.- ISBN-0-7099-2744-4
PUB DATE- 6 Oct 82
AVAILABLE FROM- Croom Helm Ltd., c/o Biblio Distribution Center, 81 Adams Drive, Totowa, NJ 07512 ($28.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Academic Advising; Counselor Role; Creativity; *Educational Environment; Emotional Problems; Foreign Countries; Foreign Students; Higher Education; *Individual Development;

Facing the Issue of Facilities Maintenance in California Public Higher Education.

California State Postsecondary Education Commission, Sacramento.

REPORT NO.- CR-83-20
PUB DATE- 21 Apr 83
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Administrative Policy; Budgeting; Building Operation; Campus Planning; *College Buildings; Community Colleges; *Educational Facilities Improvement; Equipment Maintenance; Financial Problems; Higher Education; Multicampus Colleges; Operating Expenses; Problem Solving; Public Education; Resource Allocation; *Retrenchment; *School Maintenance; *State Colleges
IDENTIFIERS- California Community Colleges; *California State University; *University of California

The decision to defer facilities maintenance obligations in California higher education and the extent to which maintenance has been deferred are discussed. Attention is also directed to the educational and fiscal context in which this decision has been made nationally. The policies and procedures governing facilities maintenance and deferral in California's three segments of public higher education are examined. In addition, current efforts to resolve problems stemming from deferral and their potential impact in light of the likely future of higher education in California are addressed. The University of California has taken a decentralized approach to facilities maintenance, allowing each campus to develop its own administrative and procedural framework and resolve its problems within broad policy and budgetary guidelines. In contrast, the State University is implementing a comprehensive systemwide program of facilities maintenance management. The challenge set by the facilities maintenance dilemma can be traced to three causes: insufficient funding, diversion of funding to other priorities, and inadequate maintenance procedures. Four possible sources of funds to support deferred maintenance are identified, along with procedures that are needed (e.g., preventive maintenance programs and accountability procedures). (SW)

ED 232 516 HE 016 407

Brookes, Michael C. T.; German, Katherine L.
Meeting the Challenges: Developing Faculty Careers. ASHE-ERIC Higher Education Research Report No. 3.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
REPORT NO.- ISBN-0-913317-02-0
PUB DATE- 83
CONTRACT- 400-82-0011
AVAILABLE FROM- Publications Department, Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($6.50, nonmembers; $5.00, members).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Adult Development; *Career Change; *Career Development; *College Faculty; Educational Change; Faculty Development; Higher Education; Labor Market; Retraining; *Retrenchment; Teacher Attitudes; *Teacher Supply and Demand; *Teaching (Occupation); Trend Analysis

Social, political, economic, and technological changes in American society that affect higher education, characteristics of faculty careers, and the concept of faculty career development are considered. It is suggested that societal changes and the colleges' attempts to secure institutional vitality have resulted in dramatic changes in faculty careers, including reduced academic rewards, increased teaching loads, and elimination of departments and programs. To understand the needs and hopes of the faculty better, the current research on life cycles and career stages is reviewed. Characteristics of an academic career that differentiate it from other careers are also considered, including the following: a poorly defined professional identity and a long period of preparation that focuses on research and ignores teaching. In addition, five stages of personality development of college faculty are identified, along with psychological outcomes of a faculty career. Traditional faculty development programs focusing on academic or scholarly development are distinguished from faculty career development, which includes faculty retraining in new high-technology disciplines, helping faculty move into the corporate world, and early retirement incentives. Implications for the future are briefly addressed, and a bibliography is appended. (SW)

ED 232 531 HE 016 425

A Model for Increased and Improved Relationships Between the Developmental Disabilities System and Historically Black Colleges and Universities. Final Report.

Alabama Center for Higher Education, Birmingham.

SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.

PUB DATE- May 83

GRANT- OHDS-90DD00130/01

AVAILABLE FROM- Alabama Center for Higher Education, 2121 Eighth Avenue, N., Suite 1520, Birmingham, AL 35203.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Black Colleges; Black Teachers; Cooperative Programs; *Curriculum Development; *Developmental Disabilities; *Faculty Development; Higher Education; Models; Program Development; Regional Cooperation; *Special Education; *Teacher Workshops; Team Training

A training program to promote links between the developmental disabilities system and historically black colleges and universities (HBCUs) is described. Objectives were to promote service delivery and the professional development of minorities in the developmental disabilities field. Three regional workshops in Alabama, Texas, and Virginia were attended by faculty from more than half of the nation's HBCUs (covering 16 states). The mini-team training model was developed and used by faculty. In addition to 15 hours of intensive preservice interdisciplinary training, faculty participants were provided with a training and resource guide for curriculum improvement. Curriculum enhancement strategies covered in the training included the following: change in course content/emphasis, development of new courses, interdisciplinary course teaching, field trips to developmental disabilities service sites, field placement and internships, and guest lectures. In addition, participants were acquainted with some institutional cooperative mechanisms to enable HBCUs to develop course content and training programs in the field of developmental disabilities. In addition to presenting keynote addresses of the three workshops and information on the proceedings, workshop evaluations and outcomes are examined, and recommendations are offered. (SW)

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Donors; *Fund Raising; Grants; *Group Unity; Higher Education; Identification (Psychology); *Private Financial Support; *Publicity; *Public Relations; School Community Relationship
IDENTIFIERS- *ASHE Annual Meeting

The organization of culture and the language of gift-giving used by a university development office were studied using an ethnographic approach. Attention was directed to the way that an academic institution selects, designs, and expresses its written and oral fund-raising messages, as well as the variety of factors that precede, structure, and encourage gift-giving. The texts of the institution's fund-raising messages and the contexts in which they are stated were also analyzed. A seven-step process to structurally analyze academic fundraising messages was employed. Data were gathered that describe a university's fund-raising program and that consider their relationship to the larger institutional setting. The texts revealed that alumni, parents, and friends of an academic institution are considered responsible, dues-paying members of the academic family. Totemism, or the belief in kinship through a common affiliation, does operate in the academic community. The language and images were integral, recognizable parts of the institution's culture, and they were presented in texts in order to help the institution survive. Members of the academic faculty were called upon to give time and funds to help perpetuate the life of the institution. (SW)

ED 232 547 HE 016 468

Hackman, Judith Dozier
Power and Peripherality: The Allocation of Scarce Resources in Colleges and Universities. ASHE 1983 Annual Meeting Paper.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Budgeting; *College Administration; Decision Making; *Departments; Higher Education; *Organizational Theories; *Power Structure; *Resource Allocation

1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Accountability; Budgeting; College Planning; *College Programs; Evaluation Methods; Higher Education; Majors (Students); *Program Evaluation; *Resource Allocation; State Boards of Education; State Colleges; *Statewide Planning; Unit Costs
IDENTIFIERS- *AIR Forum; *Illinois State Board of Higher Education

The value of a statewide analytical perspective to the institutional program review process is discussed. This perspective can also assist in answering the questions of how declining resources can be distributed within and among institutions. The analytical approach was developed in order to provide background information that can be used both by institutions and the staff of the Illinois Board of Higher Education (IBHE) in identifying progr[illegible] areas that should receive special attention in the program review process. In the application of the procedure, emphasis was placed on fields of study in which there may be too many programs of the same type being offered by public universities. Two indices providing background information for IBHE and university staff for program review purposes are: the change in unit costs (cost per credit hour) between 1976 and 1981 and the change in resources per university program over the same period. Information is collected on the nature of campus activities (i.e., instruction, public service, or research), and costs and credit hours at the disciplinary level based on degree program enrollments. Data are provided on the indices for upper division majors and graduate majors. (SW)

ED 232 562 HE 016 485

Porter, John D.; Matt, Joseph J.
A Model Simulating the Impact of Reagan's Student Financial Aid Proposals on the Institution. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Persistence; College Programs; *Federal Aid; Financial Needs; Full Time Students; Government School Relationship;

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *College Faculty; *Correlation; *Discriminant Analysis; Employment Practices; Higher Education; Institutional Research; *Multiple Regression Analysis; Multivariate Analysis; Personnel Policy; *Statistical Analysis; *Teacher Salaries
IDENTIFIERS- *AIR Forum

The use of canonical analysis and multiple discriminant analysis to analyze equity-parity in colleges and universities is assessed and distinguished from multiple regression analysis. Multiple regression analysis forces the variable weights throughout the salary structure to be uniform, permits only one criterion or dependent variable to be examined at a time, restricts the coordinates to those provided by the variables as measured, and treats qualitative or discrete variables as if they were continuous, assuming ordinality of the numbers used. Canonical analysis and multiple discriminant analysis, both of which define new coordinate systems evaluation of dimensions underlying salary decisions, are multivariate alternatives to multiple regression analysis. These alternative techniques identify new coordinates in terms of the eigenvalues and eigenvectors of the appropriate correlation-covariance or dispersion matrices. Canonical analysis and multiple discriminant analysis were used in an annual salary adjustment process at the University of Wisconsin-Superior. Data for all full-time ranked faculty with a 100 percent appointment were analyzed for 2 successive years. Statistics for the 113 faculty members in the 1981-1982 study and the 111 faculty members in the 1982-1983 study are examined. (SW)

ED 232 577 HE 016 501

Stevenson, Michael; Walleri, R. Dan
Institutional Research and End-User Computing: The Development of an Information Center. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; *College Administration; *Computer

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Automation; *College Planning; Demography; *Economic Factors; Educational Needs; *Education Work Relationship; Employment Potential; *Employment Projections; Futures (of Society); Higher Education; *Labor Force Development; Labor Supply; Problem Solving; Productivity; Social Change; *Technological Advancement; Work Environment
IDENTIFIERS- *AIR Forum

The need for higher education to plan curricula based upon generalizable human, analytical, and technical skills is discussed in view of historical and economic changes, productivity questions, demographic projections, and employment forecasts. Questions are posed regarding the form of undergraduate education that will best prepare the college graduate for employment in a society marked by high technology and automation and characterized by a more impersonalized, highly efficient work and nonwork environment. The following factors are credited as affecting the implementation of automated equipment and robotics: productivity rates, manpower supply, preparation of manpower, cost of physical capital, cost of human capital, and the state of the art of the technologies. It is concluded that the education of the 1980s, 1990s, and the 21st century must prepare the graduate for growth, adaptability, and further learning. Students must be prepared to be skilled in analysis and problem solving. The new technologies will require a higher level of verbal and mathematical literacy to work in the processing of information. Higher education in the future should contain essential elements for on-the-job scientific and technical training. (SW)

ED 232 592 HE 016 516

Longmore, Myron J.
Retention Plan: Action Plans to Retain Traditional and Non-Traditional Students at a Regional University. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Change Strategies; *College Attendance; Databases;

Communication and Decision-Making Processes. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication Research; *Computer Oriented Programs; Display Systems; Educational Planning; Electronic Equipment; *Feedback; *Group Discussion; Participant Satisfaction; *Participative Decision Making; Problem Solving; School Districts; Voting
IDENTIFIERS- *AIR Forum; *Anonymous Audience Response System

The use of an electronic feedback system, the Anonymous Audience Response System (AARS), in educational decision making is described, and the results of use studies in North Carolina are discussed. The AARS insures anonymity of an individual participant's responses, and at the same time, provides immediate feedback of the group's collective responses on any question under consideration. Seven procedural steps that can be taken in the development of a specific issue when AARS is used are identified. Research on the use of AARS by 18 North Carolina school districts is also examined. A total of 269 group participants and 18 group leaders used AARS in the 36 planning/decision-making meetings during 8 months. The research focused on participants' attitudes concerning certain features of group meeting settings incorporating use of electronic feedback. In addition, features of group meetings were compared for electronically aided meetings and traditional meetings. Findings include the following: medium and large school district members responded more favorably toward AARS and its use in decision making than did small district members, and further time/experience in using AARS produced less disagreement in participants' attitudes concerning the system and its use. (SW)

ED 232 607 HE 016 531

Belanger, Charles H.; Tremblay, Lise
Assessment of Laboratory and Field Work Activities. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

and retained on disk (choices C,E, F and G). Program may be too long for regular classroom use. No choice on which program to use for reinforcement. The user must go through all of them, which makes program lengthy. OTHER COMMENTS: The producer indicates that the package is intended to teach a new method of learning (neurolinguistic programming) rather than strictly content area material. EVALUATION SUMMARY: Evaluators indicate they would use or recommend use of this package with little or no change. (Author)

ED 232 621 IR 020 009

Speed Reader. MicroSIFT Courseware Evaluation.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Programs; Drills (Practice); Microcomputers; Reading Comprehension; Reading Improvement; *Reading Rate; Secondary Education; *Speed Reading
IDENTIFIERS- Apple II; Courseware Evaluation; Microcomputer Software and Info for Teachers; PF Project; Software Evaluation; *Software Reviews

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT (Except for the Evaluation Summary Table): VERSION: Copyright 1981. PRODUCER: Davidson and Associates, 6069 Groveoak Place #12, Rancho Palos Verdes, CA 90274. EVALUATION COMPLETED: January, 1983 by the Oakland ISD of Pontiac, Michigan. COST: $70.00. ABILITY LEVEL: Secondary. SUBJECT: Reading. MEDIUM OF TRANSFER: 5-1/4" flexible disk. REQUIRED HARDWARE: Apple II, 48K, single disk drive. REQUIRED SOFTWARE: DOS 3.3, Applesoft. INSTRUCTIONAL PURPOSE: Remediation, standard instruction. INSTRUCTIONAL TECHNIQUE: Drill and practice. INSTRUCTIONAL OBJECTIVE: (INFERRED) To increase reading speed. INSTRUCTIONAL PREREQUISITES: None. CONTENT AND STRUCTURE: Using program and data diskettes, the user is given various exercises designed to improve reading speed. Documentation summarizes disk program content for each exercise and prescribes passage through package. ESTIMATED STUDENT TIME REQUIRED: 30 minutes, twice a week. POTENTIAL USES: Using this package in the classroom is difficult since it requires a quiet atmosphere for concentration. However, it covers valuable reading skills (rate and efficiency) which are more easily taught via the computer than via the former tachistoscope. Speed reading is most appropriate for individual or small group comprehension at fourth grade level and familiarity with computer keyboard. POTENTIAL USES: This package could be used as an individualized course in effective reading, as a supplementary reading program in a language arts class, or as part of a remedial reading class for middle and high school students. The package would also be appropriate in ESL and literacy courses. The package could be used to provide objectives for targeted instruction and to provide feedback both to students and to parents. MAJOR STRENGTHS: Content is of high interest, students can select their own reading rate, students may vary the reading rate with reading level, vocabulary is introduced in context and the content varies with each choice of reading rate. The student management program was judged to be excellent. Evaluators also rated the list of comprehension skills as comprehensive and well-chosen. Information in the program was described as relevant, up-to-date and written in the style of magazine articles. Evaluators felt students would learn from the content of the articles, in addition to developing the intended reading skills. MAJOR WEAKNESSES: None. EVALUATION SUMMARY: Evaluators indicate they would use or recommend use of this package with little or no change. (Author)

ED 232 632 IR 020 020

Library Skills: What's There and How to Find It. MicroSIFT Courseware Evaluation.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Programs; Drills (Practice); Intermediate Grades; *Library Skills; Microcomputers; Secondary Education; Student Evaluation
IDENTIFIERS- Apple II; Courseware Evaluation; Microcomputer Software and Info for Teachers; PF Project; Software Evaluation; *Software Reviews

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT (Except for the Evaluation Summary Table): PRODUCER: Micro Power and Light Company, Keystone Park, Suite 1108, 13773 N. Central Expressway, Dallas, TX 75243. LOCAL DISTRIBUTORS: Contact producer for list. EVALUATION COMPLETED: Fall 1981. VERSION: Apple II. COST: $24.95. ABILITY LEVEL: Grades 4+. SUBJECT: Library Skills: identifying and locating fiction, non-fiction, biography; using Dewey numbers, card catalog, Portland Public Schools, Multnomah ESD, Portland, Oregon. COST: $35.00. ABILITY LEVEL: Grades 11-12, post-secondary. SUBJECT: Physics. MEDIUM OF TRANSFER: 5-1/4" flexible disk. REQUIRED HARDWARE: 48K Apple II or Apple II+, single disk drive, monitor or television. REQUIRED SOFTWARE: Applesoft, DOS 3.3. INSTRUCTIONAL PURPOSE: Enrichment. INSTRUCTIONAL TECHNIQUES: Simulation. DOCUMENTATION AVAILABLE: The computer program contains program operating instructions and student instructions. Supplementary materials include the following: instructional objectives, prerequisite skills or activities, teacher's information, resource/reference information, student instructions, followup activities and information about the relationship of the material to standard textbooks. Field test data are available from producers on request. INSTRUCTIONAL OBJECTIVES (Stated): 1. Extending students' knowledge of projectile motion from the simplest case (a 'flat Earth' and constant gravitational force), to the more general (round Earth, force varying with distance); 2. An appreciation of how the application of Newton's Second Law, and his Law of Gravitation leads to prediction of satellite orbits; 3. Knowledge of the possible shapes of orbits, 4. Some idea of the periodic time of orbits, and of the effect on the orbit of varying launch velocity; 5. The application of a familiar idea (conservation of energy) in a new situation. INSTRUCTIONAL PREREQUISITES: Prerequisites are stated as basic familiarity with Newton's laws of motion and gravitation. CONTENT AND STRUCTURE: "Newton" is one of a series of units in physics developed by Conduit. The package is a simulation illustrating Newton's laws of motion, and it is designed to be integrated into existing courses. The package consists of a diskette, student materials and a teacher's guide. Student materials lead students to an approximation of the horizontal velocity needed to keep a body in orbit. The computer program challenges the student to determine the initial velocity required to keep an object in orbit. The program displays the projectile in orbit around Earth and a table of accompanying data. Teacher's materials provide ideas and references for extending and modifying the program. ESTIMATED STUDENT TIME REQUIRED: Two to three fifty-minute periods. POTENTIAL USES: Evaluators indicate that this package is appropriate for use in a high school or college physics class to demonstrate (simulate) the trajectory required to put an object into orbit. MAJOR STRENGTHS: Numeric description accompanies graphic representation of the height and shape of each orbit; and student materials contain illustrations and questioning strategies which are involving and lead the student into the use of the computer program. MAJOR WEAKNESSES: The plotting of the trajectory is extremely slow. The program could be improved by allowing it to run longer. It was felt that the program stops too frequently. EVALUATION SUMMARY: Evaluators indicate they would use or recommend use of this package with little or no change. (Author)

Atkinson, Ross, Ed.
Back to the Books: Bibliographic Instruction and the Theory of Information Sources.
Association of Coll. and Research Libraries, Chicago, Ill.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Information Seeking; *Information Sources; *Instructional Design; *Library Instruction; *Library Skills; Postsecondary Education; *Research Skills
IDENTIFIERS- *Bibliographic Theory; *Scientific and Technical Information

This collection of four papers on the applicability of bibliographic theory to bibliographic instruction is introduced by Ross Atkinson, who sees a shift away from political and pedagogical concerns in bibliographic instruction. In "Pragmatic Bibliography," Patrick Wilson contrasts wholesale or comprehensive bibliography (the compilation of national and trade bibliographies, library catalogs, and abstracting and indexing journals) with pragmatic bibliography (the activity of one person engaged in a specific limited inquiry). Frances L. Hopkins, in "Bibliographic Instruction as a Liberal Art: An Application of Patrick Wilson's Theory of Pragmatic Bibliography," presents a rationale for teaching bibliographic instruction as a liberal art and provides an outline of a proposed program of instruction in bibliographic inquiry. In his paper entitled "On the Nature of Literatures: A Synergetic Attempt," Conrad H. Rawski describes scientific and research literatures as a complex system of interconnected parts. A 123-item bibliography is included. In "Shaping a Bibliographic Instruction Program for Undergraduate Science Students: Applications of a Model of the Structure of the Scientific Literature," Thomas Kirk applies Rawski's theory to the design of an ideal program and presents an outline of such a program. A summary of the four papers by Ross Atkinson and background information on the speakers conclude the document. (ESR)

ED 232 656 IR 050 281

Smalley, Topsy N.

ED 232 670 IR 050 311

Graham, Peter S.
Technical Services Costs in ARL Libraries. Kit 89.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Dec 82
AVAILABLE FROM- Systems and Procedures Exchange Center (SPEC), Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Avenue, NW, Washington, DC 20036 (Available by subscription, single copies $15.00 when available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cost Effectiveness; Costs; *Library Expenditures; *Library Research; Library Surveys; *Library Technical Processes; Operating Expenses; *Research Libraries; *Research Methodology
IDENTIFIERS- Association of Research Libraries

Designed to assist library managers in conducting effective cost studies, this document provides a summary of the data for the 81 member libraries which responded to a survey of technical services cost studies conducted by the Association of Research Libraries (ARL) in April 1982, and seven reports of such studies. These reports, which range from terse statements of overall costs to detailed time-and-motion studies, with examples of both top-down and bottom-up approaches, are as follows: (1) "Cataloging, Binding, and Processing Costs 1980/81," Syracuse University; (2) "The Year's Work: Resources Used, Benefit/Cost, 1981," University of Maryland; (3) "Projected Cost Study for Technical Services for 1982-83; Unit Activities, Statistics, and Automation Developments; and Staff Costs by Unit," University of Kentucky; (4) "Statement of Desired Data for Determining the Costs of Maintaining RL Catalogs, 1976-77," Research Libraries Group; (5) "Technical Service Division Work Assignments Staffing Profile, 1978," Washington State University; (6) "Cost Study of the Central Technical Services Department; Cost of the Serials Currently Received Process, 1980," Cornell University; and (7) "Review of Collection Policy Alternatives, 1980," New York Public Library. (LMM)

ED 232 671 IR 050 312

Hospitals.
New York State Library, Albany.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Advisory Committees; Budgets; Check Lists; Glossaries; *Hospitals; Library Administration; Library Cooperation; Library Equipment; Library Facilities; *Library Materials; Library Personnel; Library Role; *Library Services; *Library Standards; *Medical Libraries; Records (Forms); State Legislation
IDENTIFIERS- *New York

In compliance with legislation enacted by New York State in 1981, a manual of recommendations and standards for hospital libraries was developed (1) to assist in assessment of the quality of hospital library services; (2) to enable measurement of the improvement in individual institutions; and (3) to be used as criteria in the administration of hospital library grant programs. It is noted that the manual does not address library service to patients or the additional needs of hospitals engaged in specific education functions. Part 1, which presents descriptive guidelines meant to be applied to all hospitals licensed by the New York State Department of Health, covers hospital library purposes, administration, services, staff, facilities, equipment, budgets, and resources, as well as library advisory committees and cooperative arrangements. Part 2 presents quantitative guidelines for hospitals grouped into five categories, with recommended minimum levels of services, staffing, budgeting, resources, and participation in cooperative arrangements for each category. The use of an appropriate assessment form is briefly discussed in Part 3, followed by a sample form. Appendices provide a copy of the hospital library standards legislation, a glossary, a 66-item bibliography, and a list of organizations and libraries which can provide further information on hospital library services. (ESR)

ED 232 686   IR 050 333

Johnson, Steve; And Others
Monograph Acquisitions Unit Staff Manual.
Clemson Univ., S.C. Robert Muldrow Cooper Library.
PUB DATE- 83

The ARL Microform Project.
Association of Research Libraries, Washington, D.C.
PUB DATE- Feb 83
AVAILABLE FROM- Association of Research Libraries, 1527 New Hampshire Avenue N.W., Washington, DC 20036 (ARL Members, $8.00; all others, $12.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cataloging; Check Lists; *Databases; *Library Collections; Library Cooperation; Library Standards; Library Surveys; *Microforms; Online Systems; Preservation; Program Development; *Publishing Industry
IDENTIFIERS- Bibliographic Utilities; *Machine Readable Cataloging

In 1980, a study was conducted for the Association of Research Libraries (ARL) by Information Systems Consultants (ISCI) which led to the establishment of the ARL Microform Project. Based on a three-part survey, to which a total of 848 academic, government, public, and special libraries responded, the ISCI study covered: (1) general microform cataloging policy; (2) microform set holdings and bibliographic control, focusing particularly on cataloging of titles within microform sets; and (3) priorities for producing machine readable cataloging for titles within sets. The ARL Microform Project was established in 1981 to assist North American libraries, microform publishers, bibliographic cooperatives, and the Library of Congress (LC) in improving bibliographic access to titles in microform sets. The program's six main objectives focus on the areas of library cataloging, set processing, universal availability of records, publisher cataloging, preservation, and standards. The primary tool for accomplishing these objectives is an online database containing information (collected in the ISCI survey) on over 800 microform sets. This publication presents an overview of the ARL Microform Project; summaries of the three-part ISCI study; and two lists of microform set titles in alphabetical and numerical order (using four-digit set project codes). (ESR)

ED 232 700 IR 050 357

Fjallbrant, Nancy, Ed.
Education for Work in Technological University Libraries. IATUL Proceedings, Vol 13, 1981.

Principles for Community College Finance. Commission Report 83-14.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- 21 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Community Colleges; Educational Equity (Finance); *Educational Finance; Finance Reform; *Financial Policy; *Financial Support; *Governance; State Aid; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

Prompted by the expiration of existing funding mechanisms for California's community colleges in June 1983, this report presents the results of the California Postsecondary Education Commission's (CPEC's) review and revision of its principles for community college funding. First, background material is presented on the financial principles adopted by the CPEC in March 1979, changes in fiscal conditions, and the review process. Next, an analysis of the current principles for governance and support is presented, along with a rationale for revisions. The analysis, which was based on documents adopted by CPEC, including "Long-Term Finance Plan" and "Principles of Community College Finance for 1983-84," and on recommendations from a variety of scholars in the field, focuses on the following areas: (1) the relationship of funding mechanisms to the governance, management, and mission and function of the community colleges; (2) even and equitable distribution of the burden of community college support; (3) levels of support; (4) relationship of financing mechanisms to the costs of programs and services; (5) stability and predictability of funding mechanisms; and (6) equity considerations. The new principles adopted by CPEC conclude the report. (LL)

ED 232 715 JC 830 350

Woodfaulk, Courtney S.
An Investigation of the Current Practices for Preparing Florida Public Community College Students in Communication and Computation Skills.
PUB DATE- 28 Jul 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires,

ED 232 728 JC 830 369

Junior College Directory, 1966. Period Covering September 1964-August 1965 and Fall Enrollments for 1965.
American Association of Junior Colleges, Washington, D.C.
PUB DATE- 66
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Numerical/Quantitative Data (110)
DESCRIPTIONS- Accreditation (Institutions); Administrators; *College Faculty; College Presidents; Community Colleges; *Enrollment; Full Time Faculty; *Full Time Students; National Surveys; Part Time Faculty; *Part Time Students; Private Colleges; Professional Associations; Public Education; Single Sex Colleges; Technical Institutes; Tuition; *Two Year Colleges; Two Year College Students
IDENTIFIERS- *American Association of Junior Colleges

Based on a survey conducted by the American Association of Junior Colleges (AAJC), this directory provides information on 771 non-profit, public and private two-year colleges in the United States and its territories, including statistics on 1964-65 enrollments, personnel, and student costs. Following material on the scope and compilation of the directory, abbreviations and key terms are explained. Next, the directory lists the colleges alphabetically by state, including the following information for each: location; chief administrative head; year organized as a junior college; type of control or affiliation; AAJC membership; state recognition or accrediting agency; programs offered (i.e., transfer and/or occupational); co-educational or single-sex status; October 1964 enrollment of full- and part-time freshman, sophomore, and unclassified students; October 1964, summer 1965, and October 1965 total enrollments; full- and part-time instructional and administrative faculty in 1964-65; tuition for in-district, out-of-district, and out-of-state students; and fall application deadline. Statewide enrollment summaries are then provided for all institutions and public and independent colleges, followed by tables showing distribution of size of enrollment, independent and church-related colleges by type of control or affiliation, and accredited schools by state. Information on changes in institutions since the previous year, the AAJC, junior college organizations, and state administrators is presented in the final sections. (AYC)

independent colleges. Lists of community, junior, and technical college organizations and state administrators for two-year college education, and an alphabetical listing of colleges conclude the directory. (AYC)

ED 232 741 JC 830 382

Gilbert, Fontelle, Ed.
Community, Junior, and Technical College Directory, 1979. Full-Time and Part-Time Enrollments for Fall 1977 and Fall 1978.
American Association of Community and Junior Colleges, Washington, D.C.
PUB DATE- 79
AVAILABLE FROM- American Association of Community and Junior Colleges, One Dupont Circle, N.W., Suite 410, Washington, D.C. 20036 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Accreditation (Institutions); Administrators; *College Faculty; College Presidents; Community Colleges; Community Education; Educational Trends; *Enrollment; Fees; Full Time Faculty; *Full Time Students; National Surveys; Part Time Faculty; Part Time Students; Private Colleges; Professional Associations; Public Education; School Schedules; Technical Institutes; Tuition; *Two Year Colleges; Two Year College Students
IDENTIFIERS- *American Association of Community and Junior Colls

Based upon a questionnaire survey of two-year institutions conducted by the American Association of Community and Junior Colleges (AACJC), this directory provides information on 1,234 community, junior, and technical colleges in the United States and its territories, as well as 1977 and 1978 statistics on enrollments and personnel for each. Following introductory material on the compilation of the directory, a data summary, suggestions for interpreting the data, and a list of changes in institutions since the previous year are presented. Next, the directory lists each two-year college alphabetically by state or country and provides the following information: location; chief executive officer; telephone number; year college classes began; type of control or affiliation; AACJC membership; state recognition or accrediting agency; type of academic calendar; October 1977 and 1978 full- and part-time and total enrollment; community education enrollment in 1977-78; full-

ED 232 754 PS 013 458

Baron, Bruce; And Others

What Did You Learn in School Today? A Comprehensive Guide to Getting the Best Possible Education for Your Children.

REPORT NO.- ISBN-0-446-37210-2
PUB DATE- 83
AVAILABLE FROM- Warner Books, Inc., 666 Fifth Avenue, New York, NY 10103 (Paper, $7.95 in U.S.; $9.50 in Canada. Add $1.25 shipping).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Elementary School Students; Elementary Secondary Education; Guidelines; *High School Students; Infants; *Informal Assessment; *Instructional Materials; Learning Activities; Mathematics Instruction; Parent Child Relationship; *Parent Participation; Parent Teacher Cooperation; *Preschool Children; Preschool Education; Reading Improvement; Reading Instruction; School Readiness; Writing Instruction
IDENTIFIERS- Toddlers

Intended as an aid to parents concerned with their children's educational progress, this guidebook provides information about schools and subject matter, offers advice on numerous topics related to education from birth through the twelfth grade, and suggests activities parents can implement at home to assess achievement and improve school performance in their children. The first chapter focuses on the preschool years, providing lists of activities parents can do with infants, toddlers, and young children to promote mental, physical, and social development. Several aspects of choosing and participating in nursery schools and kindergarten are discussed. The brief second chapter provides advice on establishing an effective parent/teacher relationship. Constituting the largest part of the book, chapters 3, 4, and 5 respectively take up issues related to academic achievement in the areas of reading, writing, and mathematics. Each of these three chapters provides materials parents can use to assess their children's achievement and offers suggestions for helping children who are having problems. Chapter 6 provides advice about communicating with children who are having difficulty at school. The concluding chapter provides a dictionary of 17 educational terms ranging from "accountability" to "tuition tax credit." A bibliography cites books and articles related to the contents of most chapters. (RH)

models in which parents are considered teachers are reviewed, and discrepancies between parents' and teachers' perspectives are noted. Research employing the parent as teacher model is summarized in chart form. The mixed model of parent participation, one which assesses and tries to respond to the family's stated needs, is described, and studies employing it are reviewed. Additional functions of the mixed model are explained to include support groups, individualized home or classroom training, and referral to community resources. The benefits of a third model, parents as parent trainers, are pointed out, and the literature on such a model is described. Program design, funding, and underlying assumptions are considered. (CL)

ED 232 355 EC 152 635

Waite, Gerald; And Others

A Systematized Approach to Alleviating Severe Behavioral Problems in a Day Treatment Setting: Severely and Trainable Mentally Impaired and Autistic.

PUB DATE- Nov 82

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Behavior Disorders; *Behavior Modification; Elementary Secondary Education; Intervention; *Multiple Disabilities; Program Descriptions; Program Design; Severe Disabilities; *Special Classes; Transitional Programs

A self contained behavior management classroom, an intensive program for children with multiple behavior impairments, is described. The classroom is designed to transfer the student back to the special education classroom for severely and trainable mentally impaired and autistic children. Typical behavior problems are considered, along with criteria for entrance to the program. Referral information is followed by a description of the assessment process, which is keyed to specific targeted behaviors and their intervention techniques. It is explained that exit criteria are individualized and that a variety of full time and part time options for placement into the regular special education classrooms are available. All behavior intervention techniques are analyzed in terms of least to most restrictive application and meet the requirements of a Human Rights Committee. A hierarchy of the least to most restrictive behavior management techniques used ranges from

Portsmouth Public Schools, N.H.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Child Abuse; Child Neglect; Developmental Disabilities; *Disabilities; Elementary Secondary Education; Emotional Disturbances; Hearing Impairments; Learning Disabilities; *Mainstreaming; Mental Retardation; Physical Disabilities; Student Characteristics; *Student Evaluation; *Teaching Methods; Visual Impairments

Intended for regular education teachers of mainstreamed handicapped students, the booklet offers nontechnical information about dealing with children who have a variety of disabilities. A brief introduction traces the evolution of society's attitudes and school practices involving handicapped students. The second unit contains definitions, information on developmental and learning characteristics, and suggested teaching strategies for the following disabilities: mental retardation, learning disabilities, emotional disturbances, visual impairments, hearing impairments, orthopedic handicaps, developmental disabilities, and child abuse and neglect. A section on student assessment and evaluation covers formal and informal measures, readiness testing, tests of intellectual functioning, and diagnosis of learning disabilities. The final section presents a glossary of approximately 60 terms and a brief bibliography. (CL)

ED 232 372 EC 152 652

Lister, Robert; Anacki, Walter
STEP: Special Training for Employment Program: A Program in Vocational Special Needs. A Curriculum.
Portsmouth Public Schools, N.H.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Allied Health Occupations Education; *Building Trades; *Disabilities; *Food Service; High Schools; High School Students; Job Skills; *Mainstreaming; *Vocational Education
IDENTIFIERS- *Special Training for Employment Program

remainder of the year, and sometimes, for one additional year. (SEW)

ED 232 387 EC 152 685

Schopler, Eric; Olley, J. Gregory
Comprehensive Training for Personnel Serving Autistic Children, June 1, 1979 to June 30, 1982 .
North Carolina Univ., Chapel Hill. School of Medicine.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 27 Sep 82
GRANT- G007901339
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Autism; Elementary Secondary Education; *Inservice Education; *Program Development; Program Evaluation; Public Schools; *Special Education Teachers; Teacher Improvement; *Teacher Role; Training Objectives
IDENTIFIERS- North Carolina

A project of comprehensive inservice training for public school teachers and other personnel serving autistic children in North Carolina is described, and objectives and accomplishments are documented. In addition to summer training for teachers of autistic children, a series of four school-year workshops, and a 2-day period of winter inservice training were conducted. Information is provided on the number of educators trained, the number of children served by these educators, and related information broken down by the format in which training was offered. Accomplishments and areas of difficulty are described for 16 objectives including the following: participants will outline a comprehensive plan for their own class and its relation to families and the rest of their school; participants will complete short- and long-term evaluations of training; participants will form a relationship with the training staff that will continue and provide for better integration of services; participants will receive credit toward certification in the area of emotionally handicapped; participants will have a plan for offering inservice training regarding autism to their principal and their school; participants will demonstrate appropriate use of skills during followup visits; participants will complete evaluation forms; a complete training and evaluation package for personnel serving autistic children and their families will be developed; and a cooperative plan for national standards will be completed. (SEW)

the disabled were also seen as a menace to society, as demonstrated by attempts to correlate prostitution, venereal disease, alcoholism and commitment to penitentiaries with disabilitiy. Measures to protect society, such as compulsory sterilization are described. Contributions of educational psychology to discriminatory practices with minority language children are also noted. Current practices such as assigning medical diagnostic labels to low school achievers with no clinical sign of handicap are cited as remnants of the social prejudice from an earlier era. (CL)

ED 232 402 EC 160 002

Special Transportation Services: "A Best Practices Guide."
Illinois State Board of Education, Springfield. Div. of Specialized Education Services.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Administrative Policy; *Disabilities; Discipline; Elementary Secondary Education; Eligibility; *School Buses; *Student Transportation; Transportation
IDENTIFIERS- *Illinois

The booklet presents recommendations from an Illinois task force on procedures for transporting special education students to and from public schools. An introductory chapter considers eligibility for special transportation services and suggests the types of information that should be involved in the decision. Desirable vehicle characteristics, such as locking systems for wheelchairs and additional safety mirrors, are described. Two separate sections address the selection, training, and evaluation of drivers and of aides. The need for students to be trained in safety and management procedures is cited, as are crisis intervention techniques. Field trips, temporary disabilities, and transportation for private school placements are briefly discussed. Among appendixes is a list of selected resources on transportation for special education students. (CL)

Litigation; *Disabilities; Elementary Secondary Education; *Legal Problems; *School Policy
IDENTIFIERS- *Education for All Handicapped Children Act

Interviews in eight school districts in six states were conducted to examine the consequences of using civil justice procedures to allocate instructional services (as in P.L. 94-142, the Education for All Handicapped Children Act). The study sought to determine consequences of P.L. 94-142 in three areas: (1) the effects on the legal system; (2) the effects on local public service systems, particularly public schools; and (3) the effects on beneficiaries (handicapped children). Local responses to four laws protecting the right of various groups (elderly, women, handicapped adults, and language minority children) were measured for comparison. Among findings were that the effects on the courts were slight, as the vast majority of special education disputes had been resolved informally; the effects on the school system were real but limited, as many special education administrative units have been established to settle disputes; and the effects on handicapped children were positive in terms of service growth and availability of expensive services. The major finding, nowever, was that the introduction of civil justice procedures has had an enormous effect on local school policy, despite the low volume of litigation. (CL)

ED 232 419 EC 160 025

Harkins, Judith, Comp.
Gallaudet Research Institute: Progress in Deafness Research, 1981-82.
Gallaudet Coll., Washington, D.C. Div. of Research.
PUB DATE- 82
AVAILABLE FROM- Gallaudet College, Division of Research, 800 Florida Ave., N.E., Washington, DC 20002 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Achievement Tests; *Deafness; Elementary Secondary Education; Medical Services; Psychotherapy; *Research Projects; Sign Language; *Student Evaluation; Test Interpretation
IDENTIFIERS- *Gallaudet Research Institute DC

The report discusses 12 research projects on hearing impairment undertaken at the Gallaudet Research Institute. The institute focuses on three major categories of research areas: accommodation to hearing loss, prevention of hearing loss, and restoration of hearing. Following a brief description of the functions of the

City Univ. of New York, N.Y. Centro de Estudios Puertorriquenos.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- 82
GRANT- NIE-G-78-0091
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Bilingual Education Programs; *Bilingualism; Code Switching (Language); English (Second Language); Ethnography; *Language Attitudes; Language Research; *Language Usage; *Linguistic Borrowing; *Puerto Ricans; *Second Language Learning; Sociolinguistics; Spanish
IDENTIFIERS- *New York (New York)

Research was conducted to consider in detail the intergenerational dimensions of bilingualism in the Puerto Rican community in New York City via the children of adult immigrants who had abandoned their native language usage and who later revived it. The issues in focus are language choice, language change, language use, and language learning. The report follows the chronological progression of the research. Its chapters cover the following topics: (1) the historical background of the community and school system; (2) the methodology of the project, the children in the sample, an examination of the children's linguistic behavior through ethnographic techniques, and a comparison of their language use to that of their parents; (3) an attitudinal survey and comparison of attitudes of children and their parents and teachers toward language varieties and bilingual education; (4) examination of children's performance on various tests; (5) quantitative sociolinguistic studies of particular phenomena which are examined from an intergenerational perspective; (6) a comparison of children's and adults' behavior with regard to code switching and an indication of certain developmental patterns; and (7) a summary which emphasizes educational and policy implications of the findings. (AMH)

ED 232 436 FL 013 786

Bensoussan, Marsha; And Others
The Effect of Dictionary Usage on EFL Test Performance Compared with Student and Teacher Attitudes and Expectations.
PUB DATE- Aug 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

parents are appended. (RW)

ED 232 453 FL 013 827

Nichols, Patricia Diane Palmer
Accommodating Diverse Language Needs within an Intensive English Language Program: A Study of the English Language Institute at Alaska Pacific University.
PUB DATE- 1 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adult Learning; College Second Language Programs; Educational Objectives; *English (Second Language); Higher Education; *Instructional Innovation; *Intensive Language Courses; Language Enrollment; Postsecondary Education; Student Needs
IDENTIFIERS- Alaska (Anchorage)

The English Language Institute (ELI) at Alaska Pacific University provides an intensive academic program designed primarily to prepare foreign students for successful participation in undergraduate or graduate programs. Students from the local international community have also been admitted to the program. These students have motivations, language needs, and learning styles which differ from those of the university-bound foreign students. This thesis explores ways to serve better both groups without compromising their needs or the ELI program. The findings are derived from a literature review and from the ELI enrollment complexion, student opinions, and operating policies of other English language programs. Recommendations include (1) more stringent admission, placement, and progression policies; (2) a semi-intensive requirement; (3) consolidation of current classes into block courses; (4) restructuring the intensity of the ELI with a "split-week" program; and (5) provision of a "Community English" course, a no-credit nonacademic alternative to the ELI, to accommodate better those students for whom the established ELI program is inappropriate. In general, the recommendations provide for a tighter ELI program but also one which is better-defined and a more comprehensive language learning experience for all students. (Author/AMH)

ED 232 470 FL 013 845

Hart, Bridget H.
English as a Second Language: Modules for Teaching.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *English (Second Language); *Lesson Plans; Secondary Education; Second Language Instruction; Teaching Methods

Sixteen oral lessons for teaching beginning English as a second language are presented. The lessons were developed to teach small groups of adolescents. The lessons are each self-contained and include noun picture cards, a vocabulary game, opposites, teacher commands, expanding sentences, pronouns, and vowel sounds. The picture card lessons can be duplicated and used as flash cards. Teaching hints and a chart of 333 verbs in three tenses are provided. (RW)

ED 232 471 FL 013 846

Mohamed, Dominic A.; Juergens, John G.
Teaching and Working Successfully with Limited English Proficient Students and Adults in Florida. A Statewide Inservice and Preservice Training Program for Teachers of English as a Second Language (ESL), Teachers of Job Preparatory Programs, Administrators of Institutions Offering ESL and Job Preparatory Programs for ESL Persons, District Level Administrators of Vocational Education, Vocational Teacher Educators and Select Department of Education Special Needs Program Consultants. Final Report.
Florida International Univ., Miami.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- 30 Jun 82
AVAILABLE FROM- Florida International University, School of Education, Miami, FL 33199 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

*Learning Motivation; Learning Problems; Learning Resources Centers;
*Student College Relationship; *Student Development; *Study Skills
IDENTIFIERS- *England

Factors that govern effective student learning and ways to improve the learning environment are analyzed, with specific reference to England. In acknowledging the academic importance of motivation, maturity, and effective study methods, attention is directed to the way that these can be developed and encouraged within the present educational system. Questions of the institutions' ability to incorporate change are posed. Individual and group methods to promote student learning (learning to learn) are discussed. These approaches help students to develop a learning strategy in line with course demands, as well as to develop critical and creative abilities and learning motivation. The development and administration of "learning to learn" facilities are also discussed, including the Learning Resource Centre at the University of Reading. In examining the students' experiences of learning to learn, attention is focused on institutions, such as the School for Independent Studies at Lancaster University. The role of counselors, counseling in higher education, and the treatment of emotional and psychological problems are also addressed. The case of students with special learning difficulties is also discussed separately, and a chapter by C. J. Weir on the problem for overseas students is included. (S[illegible])

ED 232 488 HE 015 728

Prange, W. Werner; And Others
Tomorrow's Universities: A Worldwide Look at Educational Change.
REPORT NO.- ISBN-0-86531-410-1
PUB DATE- 82
AVAILABLE FROM- Westview Press, 5500 Central Avenue, Boulder, CO 80301 ($20.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Access to Education; Case Studies; *Comparative Education; Developed Nations; Developing Nations; Educational Change; *Educational Innovation; *Extension Education; External Degree Programs; *Foreign Countries; Higher Education; Interdisciplinary Approach; Land Grant Universities; Nontraditional Students; Relevance (Education); *Research

ED 232 502   HE 016 364

Final Annual Report on Faculty and Administrative Salaries in California Public Higher Education, 1983-84.
California State Postsecondary Education Commission, Sacramento.
REPORT NO.- CR-83-21
PUB DATE- 18 Apr 83
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Administrators; Comparative Analysis; Compensation (Remuneration); Economic Factors; Financial Problems; Higher Education; Income; Institutional Characteristics; *Medical School Faculty; Professional Personnel; *State Universities; *Teacher Employment Benefits; *Teacher Salaries; Teacher Supply and Demand
IDENTIFIERS- *California State University; *University of California

Salaries of faculty members and administrators at the University of California and California State University are examined. Economic conditions nationally and in California are reviewed with specific focus on California's continuing revenue and budgetary situation. Attention is also directed to competition from both university and industrial sectors for faculty in high-demand disciplines; the salaries paid to professionals in other fields; the cost of fringe benefits in the four-year segments' comparison institutions; medical faculty salaries; and projected salaries at the the University of California and California State University needed to achieve parity with comparison institutions. Appended materials include: the text of a California legislative resolution regarding academic salaries; a list of comparison institutions; information on the current methodology and alternative methodologies for reporting faculty salaries and fringe benefits; data on 1983-1984 California State University salaries and cost of fringe benefits; data on 1982-1983 California medical school faculty; report on University of California medical school clinical compensation plans and salaries; and administrator position descriptions. (SW)

ED 232 503   HE 016 365

Report on the Senior Year in the College of Arts and Sciences

ED 232 517 HE 016 408

Academic Preparation for College. What Students Need to Know and Be Able to Do.

College Entrance Examination Board, New York, N.Y.

PUB DATE- 83
AVAILABLE FROM- Office of Academic Affairs, The College Board, 888 Seventh Avenue, New York, NY 10106.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academic Education; Art Education; *Basic Skills; *College Preparation; Communication Skills; *Computer Literacy; English Instruction; Higher Education; Listening Skills; Logical Thinking; Mathematics Education; Mathematics Skills; Reading Skills; Science Education; *Secondary School Curriculum; Second Language Programs; Social Studies; Study Skills; Writing Skills
IDENTIFIERS- *Project Equality

The knowledge and skills needed by college entrants are described in depth. Attention is directed to six basic academic competencies that are general skills necessary for effective work in all subjects, along with six basic academic subjects on which college-level study is based. The following basic academic competencies are outlined: reading, writing, speaking and listening, mathematics, reasoning, and studying. Additionally, for each basic academic subject, an explanation is offered of why preparation is important for college entrants. Outlines of what college entrants need to know and be able to do in each subject area are presented also. The subject areas are as follows: English, the arts, mathematics, science, social studies, and foreign language. The newly emerging need for computer competency is also discussed, and another possible competency area (observing) is briefly addressed. The approach to using the combined judgments of hundreds of educators to describe the knowledge and skills areas is sketched, and the College Board's efforts to strengthen the academic preparation of students for college through the Educational EQuality Project is noted. The need for action by schools and others to achieve these learning outcomes is briefly addressed. Appendices include lists of advisory committee members. (SW)

ED 232 532 HE 016 428

Ontario Universities Statistical Compendium, 1970-71 to 1981-82. Part A. Macro-Indicators.
Council of Ontario Universities, Toronto.
REPORT NO.- ISBN-088799-170-X
PUB DATE- Jun 83
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario, M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Comparative Analysis; Educational Finance; *Expenditure Per Student; *Expenditures; *Financial Support; Foreign Countries; Higher Education; Income; *Operating Expenses; *Research; *Resource Allocation; Student Financial Aid

Macro-indicators that can measure the resources available to the Ontario university system are described. Supporting data (1970-1982) are presented that might be used to generate the indicators are also presented, along with complementary analyses that may promote understanding of the indicators and data. Operating revenue in constant dollars per full-time equivalent student and per basic instructional unit is a significant macro-indicator, which over time measures the gains or losses in resources available to universities as a function of teaching activity. Additional macro-indicators include: ratios of research expenditures to full-time faculty, internal distribution of funds by the Ontario universities, and interprovincial comparisons of higher education expenditures. Specific indicators that can be used for interprovincial comparisons include: provincial operating grants per student and per capita, provincial operating grants plus student aid per capita, provincial operating grants plus fees per student, and total operating income per student, and provincial operating grants plus student aid as a percentage of provincial gross general expenditure. A glossary is appended. (SW)

ED 232 533 HE 016 429

Sagaria, Mary Ann D.; And Others
A Preliminary Planning Study for a New College.
PUB DATE- May 83

IDENTIFIERS- *ASHE Annual Meeting

A practical, research-based theory about how colleges and universities allocate resources among budgetary units is proposed. The theory was developed from interview responses at six institutions as well as questionnaire results. In phase one, interviews were conducted with 25 key administrators centrally involved in budgetary decisions at the six institutions. A second study phase concentrated on 74 budgetary units within three of the institutions. Five theoretical concepts were proposed: centrality, resource allocations, environmental power, institutional power, and resource allocation strategies. In addition, propositions were developed about relations among concepts. Attention was focused on the interactive effects of a department's centrality, its ability to tap needed environmental resources, and the strength of its institutional roots on the share of budget funds it acquires. Two kinds of organizational power, a unit's environmental power gained by its relative ability to tap into external resources needed by the organization and a unit's institutional power gained through the strength of its internal roots in the organization, combined to explain about two-fifths of the variance in budget allocation changes. Differences between core and peripheral units were also explored. (SW)

ED 232 548 **HE 016 469**

Madrey, Francine Giles
The Effects of Enrollment on Full-Time Married Doctoral Students: An Ethnographic Study. ASHE 1983 Annual Meeting Paper.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Adult Students; Doctoral Programs; *Family Life; *Graduate Students; Higher Education; Interpersonal Relationship; *Married Students; *Spouses; Status; *Student College Relationship
IDENTIFIERS- *ASHE Annual Meeting

The effects of the graduate experience on the intra- and inter-family relationships among married doctoral student couples were studied. Full-time students 35 years old or less enrolled at Ohio State University in 1982 and their nonenrolled spouses made up the sample. The ways that these students coped with the dual

Higher Education; Institutional Research; Minority Groups; Models; Potential Dropouts; *Public Policy; Retrenchment; *Simulation; *Student Attrition; *Student Financial Aid; Undergraduate Students
IDENTIFIERS- *AIR Forum; Arizona State University; *Reagan Administration; Student Course Load

A model was developed at Arizona State University (ASU) to simulate the effect of President Reagan's proposed 1983 cuts in student financial aid in terms of programs and student credit hour load. The model allows administrators to simulate the impact on various student groups. The analysis involved 3,141 full-time undergraduates with financial aid program packages. Students were aggregated into the following groups: students with less than 20 percent loss in aid, students with an aid loss of 20-29 percent, and students with a 30 percent or higher loss. It was assumed that students with 30 percent or more loss would terminate enrollment, while the middle group would be at risk, and the group with less than 20 percent aid loss would probably survive. It was found that 12.5 percent of the study population would probably not continue at the university, 21.4 percent would be at risk, and 66.1 would probably continue. The Reagan proposal seems to affect minority groups unevenly at ASU. More Asian Pacific, Hispanic, and Black students were identified as at risk than were American Native and White students. In addition, more resident students were at risk. Programs and student credit hours in liberal arts, business, engineering, and education were most affected by the proposed cuts. (SW)

ED 232 563 HE 016 486

Paschke, Barbara
A New Tack for an Old Technique: The Opinion Poll on Campus. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; Higher Education; *Institutional Research; Opinions; Program Development; *Program Implementation; *Student Attitudes; *Surveys
IDENTIFIERS- *AIR Forum; *Opinion Polls; University of Kansas

The background and function of a Student Opinion Survey Program at the University of Kansas are described, and suggestions for the development and implementation of polling programs are offered. At

Oriented Programs; Databases; Decision Making; Higher Education; *Information Centers; Information Needs; *Institutional Research; *Management Information Systems; *Program Development; Program Implementation
IDENTIFIERS- *AIR Forum

The role of institutional research in the creation and operation of an information center is discussed, along with the ways in which the spread of information centers within higher education is likely to influence the future development of institutional research. Forces leading to the emergence of information centers are advances in computer hardware and software, and the emergence of the end-users (i.e., people who make productive use of the computer). To insure that the use of computer resources serves organizational objectives without constricting the flexibility of user independence, two components are needed: a systems review group to oversee and coordinate the growth of computer use, and information system development. The prerequisites for information center development are: the recognition of need, database considerations, a pilot test, definition of roles, and budget commitment and perceived benefits. One institutions's experiences in linking the institutional research office to performing information center functions are described. It is suggested that rather than providing information in a formal report, institutional researchers will increasingly assist decision makers in retrieving, analyzing, and reporting needed information directly via their own computer. (SW)

ED 232 578 HE 016 502

Spiro, Louis M.; Campbell, Jill F.
Higher Education and Japanese Management: Are They Compatible? AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Administration; Employment Practices; *Faculty College Relationship; Foreign Countries; Higher Education; *Leadership Styles; *Organizational Theories; *Personnel Management; School Organization; Staff Development; Teacher Administrator Relationship; Values
IDENTIFIERS- *AIR Forum; Collegiality; *Japanese Management Techniques

Dropout Research; *Enrollment Influences; Higher Education; Institutional Research; *Nontraditional Students; Questionnaires; *School Holding Power; *Student Attrition; Student Characteristics
IDENTIFIERS- *AIR Forum; *Cameron University OK

A retention plan was developed to quantify and qualify the attrition problem and to establish action plans to improve retention for a regional university serving many nontraditional students. Cameron University, a state institution in Oklahoma, provides both associate and bachelor degree programs. The attrition problems were difficult to identify because of the large number of students who attend college on a part-time basis, who work full-time, who attend for purposes other than to graduate, and who depart the area primarily for employment reasons. The first step was to develop a student profile before assuming an attrition problem, and to determine students' reasons for attendance. Attention was also directed to: students' association with the military and their work status, the ratio of freshmen to seniors, and reasons for student attrition based on a survey of nonreturning students. It was concluded that the university needs to undertake aggressive retention actions to stem the attrition problem. Among the components of the retention plan are the following: improving the quality of life, revising student advisement, creating a basic skills program, and establishing a retention database. A questionnaire is appended. (Author/SW)

ED 232 593 HE 016 517

Capoor, Madan
Evaluation of Open Access Versus Selected Admission to the Nursing Program in a Community College. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Access to Education; Admission Criteria; Community Colleges; *Cost Effectiveness; *Expenditure Per Student; Financial Problems; Higher Education; Institutional Research; *Nursing Education; *Open Enrollment; Program Costs; Public Policy; Retrenchment; *Selective Admission
IDENTIFIERS- *AIR Forum

A procedure used to select students for a nursing program in a community college was evaluated, and attention was directed to the

Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Clinical Experience; Comparative Analysis; *Departments; Foreign Countries; Higher Education; Institutional Research; *Internship Programs; *Program Costs; *Science Laboratories; Student Teacher Ratio; Student Teacher Relationship
IDENTIFIERS- *AIR Forum; *University of Montreal (Canada)

Laboratory and professional training activities among instructional units at the Universite de Montreal were evaluated with respect to the prominence of such activities in degree programs, the amount of work required of students, the involvement of the various teaching and supervisory personnel, and the costs. The organization of laboratory and field work activities was also assessed, including student supervision and section size, time allocation of teaching personnel, and the cost of staff and activities. Findings include the following: large gaps were found among units with respect to costs of these activities; cost variations among departments depended on such factors as the structure of activities, the intensity of supervision, and the category of teaching personnel responsible for the activities; and there were no common patterns of organization, which on the basis of disciplinary lines could be used to predict costs of activities. Information is presented on: the relative importance of laboratory and clinical/internship activities within curricula and the contribution to student credit hours of laboratory and clinical/internship activities. (SW)

ED 232 608 HE 016 574

Lincoln, Yvonna S.; And Others
Expectancy Theory as a Predictor of Grade-Point Averages, Satisfaction, and Participation in the College Environment. ASHE 1983 Annual Meeting Paper.
SPONS. AGENCY- Kansas Univ., Lawrence.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Environment; College Students; Commuter Colleges; *Grade Point Average; Higher Education; Institutional Research; Predictive Measurement; Residential Colleges; *Student Attitudes; *Student College Relationship; *Student Motivation; Student Participation; Theories
IDENTIFIERS- *ASHE Annual Meeting; *Vroom Expectancy Theory

usage, which makes it excellent for secondary students in a reading/study skills lab. The program can be used by average or above-average secondary students who wish to independently improve their reading rate and comprehension. With more teacher involvement and direction, remedial students could benefit from some of the drill exercises. MAJOR STRENGTHS: Once the learner understands the purpose and operation of the program, he/she can run it easily himself each time--no more teacher guidance would be needed to advance with the program. This program forces the learner to "keep up" better than a print speed reading program can. In other words, the learner cannot "cheat". The practices are to be limited to one per day (maximum time of 30 minutes) and as few as two sessions per week. Thus, boredom or "burn-out" probably will not occur. The package has good manual and user documentation. Its content is accurate and feedback on the student's progress is accurate and immediate. Exam units are included. MAJOR WEAKNESSES: The text selections are not motivational or plentiful. They are void of explanations and activities for adjusting speed/method of reading for specific content. EVALUATION SUMMARY: Evaluators indicated they would use or recommend use of this package with little or no change. (Author)

ED 232 622 IR 020 010

Nouns/Pronouns. MicroSIFT Courseware Evaluation.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Computer Assisted Instruction; Computer Managed Instruction; *Computer Programs; Drills (Practice); Elementary Education; Grammar; Microcomputers; *Nouns; *Pronouns
IDENTIFIERS- Apple II; Courseware Evaluation; Microcomputer Software and Info for Teachers; PF Project; Software Evaluation; *Software Reviews

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT (Except for the Evaluation Summary Table): VERSION: 3.3. PRODUCER: Hartley Courseware, Inc., Box 431, Dimondale, Michigan 48821. EVALUATION COMPLETED: January 1983 at the North Clackamas School District, Milwaukie, Oregon, and at Northwest Regional Educational Laboratory, Portland, Oregon. COST: $32.95. ABILITY LEVEL: Grades 3 through 6. SUBJECT: Language. TOPIC: Parts of Speech. MEDIUM OF TRANSFER:

reference books. MEDIUM OF TRANSFER: 5" flexible disk. REQUIRED HARDWARE: 32K Apple II, one disk drive, color monitor. REQUIRED SOFTWARE: Applesoft Basic. INSTRUCTIONAL PURPOSE: Standard Instruction. INSTRUCTIONAL TECHNIQUES: Drill and practice, tutorial. DOCUMENTATION AVAILABLE: Suggested grade/ability level, instructional objectives, program operating instructions, port-test. INSTRUCTIONAL OBJECTIVES: At the completion of the program, students will be able to: identify and locate fiction, non-fiction and biographies; use the Dewey Decimal System to locate non-fiction books; use the card catalog to locate books; and know how to locate and use reference books. INSTRUCTIONAL PREREQUISITES: To use the program successfully, students will need to: know the computer keyboard and the Yes and No commands, be able to read at fifth grade level, be able to learn from a minimal amount of information and practical exercises, and have had prior exposure to a library. CONTENT AND STRUCTURE: The program is organized into three sections. Part I is a series of text displays telling the student what the computer will do and how and when to respond. This introductory section also defines a library in terms of the kinds of materials most commonly found in modern collections. Part II allows the student to choose among four skills: identifying fiction, non-fiction, and biography; learning how books are arranged; using the Dewey Decimal System and the card catalog to locate books; and using reference materials. Each skill section begins with an objective, a definition and example(s). This is followed by a short series of drill and practice exercises. Students may set their own pace and ask for help from a "First Aid Station." Part III is a brief final drill on all of the skills. ESTIMATED STUDENT TIME REQUIRED: Not available. POTENTIAL USES: The program may be used as a supplementary exercise in a school library skills program, or as a means of assessing a student's skill level prior to instruction. MAJOR STRENGTHS: The program is cheerful, student paced and uses color graphics appropriately. The operating instructions are well stated and available when needed. MAJOR WEAKNESSES: The program has spelling and factual errors and provided only minimal tutorial assistance to students. The instructional quality of the program is shallow and incomplete and allows students to go through it giving wrong answers and receive a passing grade. Practice exercises are too short, definitions vague and/or misleading, the reteaching is repetition of past presentations, and documentation is nearly nonexistent. Students are allowed to choose among the skills at random; however, the tutorials and exercises are designed sequentially. The vocabulary level is too difficult for fourth graders. EVALUATION SUMMARY: Evaluators indicate they would not use ths package (Note Major Weaknesses). (Author)

ED 232 642 IR 020 030

Millikan. MicroSIFT Courseware Evaluation.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- 14 Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Programs; Microcomputers; *Physics; Postsecondary Education; Problem Solving; Science Experiments; *Science Instruction; Secondary Education; Simulation
IDENTIFIERS- Apple II; Apple II Plus; Courseware Evaluation; *Electrons; Microcomputer Software and Info for Teachers; PF Project; Software Evaluation; *Software Reviews

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT (Except for the Evaluation Summary Table): VERSION: Copyright 1979. PRODUCER: Mentor Software, Inc., Box 8082, St. Paul, Minnesota 55113. EVALUATION COMPLETED: March 14, 1982 by the staff and constituents of Texas Region X Educational Service Center. COST: $19.95. ABILITY LEVEL: Grade 11+. SUBJECT: Physics: Millikan Oil Drop Experiment. MEDIUM OF TRANSFER: 5-1/4" flexible disk. REQUIRED HARDWARE: Apple II or Apple II+ with one disk drive. REQUIRED SOFTWARE: Applesoft, DOS 3.3. INSTRUCTIONAL PURPOSE: Standard instruction. INSTRUCTIONAL TECHNIQUES: Problem solving, simulation. DOCUMENTATION AVAILABLE: The computer program contains student instructions. Supplementary materials include the following: suggested grade/ability level(s), instructional objectives, prerequisite skills/activities, program operating instructions, teacher's information and student worksheets. INSTRUCTIONAL OBJECTIVES (Stated): Students will be able to describe the principles involved in the Millikan Oil Drop Experiment, and given the necessary experimental data, students will determine the charge on a single electron. INSTRUCTIONAL PREREQUISITES: (Inferred): Instruction in concepts underlying the measurement of an electron's charge. CONTENT AND STRUCTURE: This package provides a simulation of the Millikan Oil Drop Experiment. By varying voltage across plates, students find conditions that keep drops stationary. Listing and alteration of this program are not permitted. ESTIMATED STUDENT TIME REQUIRED: (Approximately) 20-30 minutes. POTENTIAL USES: The program may be used in a classroom setting to provide practice in working up a famous experiment without the hazards and costs of the necessary equipment to perform this complex experiment. The program may also be used as a

Bibliographic Instruction for Undergraduates: An Example of a One-Unit Required Library Research Skills Course.
State Univ. of New York, Plattsburgh. Coll. at Plattsburgh.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Libraries; Assignments; Card Catalogs; Higher Education; *Information Retrieval; *Instructional Materials; Liberal Arts; *Library Instruction; *Library Skills; Periodicals; *Reference Materials; *Research Skills; Search Strategies; Undergraduate Students
IDENTIFIERS- Library of Congress Subject Headings

A college level, one-unit library research skills course is required of all students as part of a general education program at the State University College at Plattsburgh, New York. The course emphasizes the presentation of learning experiences within the context of two conceptual structures: principles that underlie information access systems, and the distinctive discipline contexts of research processes and their modes of access in the social sciences, sciences, and humanities. In this report, the learning objectives of the course are discussed, and teaching techniques aimed at imparting personally meaningful learning are presented and explained. Extensive appendices provide examples of course materials, including the course outline, one variation of all weekly assignments, in-class worksheets, and a number of explanatory handouts used in teaching the course. The subjects covered include Library of Congress subject classification; library collections; use of the card catalog; access to background information; fact reference sources; access to the periodical literature; researching the social sciences, the sciences and the humanities; and the development of search strategies. (Author/ESR)

ED 232 657 IR 050 282

Vasi, John
Budget Allocation Systems for Research Libraries. Occasional Paper Number 7.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Jan 83

Trezza, Alphonse F.
Toward a Federal Library and Information Services Network: A Proposal. A Report of the Intergovernmental Library Cooperation Project.
National Commission on Libraries and Information Science, Washington, D. C.
SPONS. AGENCY- Library of Congress, Washington, D.C.
PUB DATE- Mar 82
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Agency Cooperation; *Federal Government; *Government Libraries; *Library Cooperation; *Library Networks; Library Role; *Library Services; Library Surveys; *Program Proposals; Questionnaires
IDENTIFIERS- White House Conference Library Info Services

The current interaction among federal libraries and information centers was examined and assessed to determine ways to improve the coordination of resources and services among federal libraries and to increase cooperation between federal and non-federal libraries in order to meet national, state, and local information needs. The more than 400 federal libraries of various types in three federal regions--Midwest, Southeast, and Arizona, California, Nevada, and the Pacific--were studied through meetings and questionnaires, and visits were made to the directors of library and information service programs of Washington, D.C. area federal agencies. Results support the development and establishment of a full-service, multitype federal library network, based on existing resources and services, to improve accessibility to federal library resources, and to contribute toward greater library operations efficiency. The proposed plan of action presented in this report indicates goals, purposes, objectives, and tasks, and provides suggestions for implementation. Appendices include the survey questionnaire and specific responses, a list of federal libraries in the regions surveyed and Washington, D.C. area agencies visited, and selected resolutions from the White House Conference on Library and Information Services (1979) and from the Federal Libraries and Information Services Pre-White House Conference (1979). (LMM)

LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- *Books; Check Lists; *College Libraries; Flow Charts; Glossaries; Guidelines; Higher Education; *Library Acquisition; Library Expenditures; *Library Technical Processes; Purchasing; Records (Forms)
IDENTIFIERS- *Monographs

This staff manual provides a thorough description of the functions, procedures, and files of the monograph acquisitions department at South Carolina's Clemson University Library. It is noted that the department is responsible for both firm order and standing order purchases. Following introductory material, the principal processes of searching, ordering, and receiving are covered. Each process is described briefly in terms of its function, relationship to other processes, and primary subprocesses. It is then analyzed in sequential steps. Other procedures which are described include: claiming, the review of old orders, cancellation of orders, rush processing, gift processing, processing of theses and dissertations written at Clemson University, the acquisition of out-of-print books, the compilation of monthly reports and statistics, the processing of "Choice" cards, and the acquisition of monographic series. Appendices present: (1) flow charts for the searching, ordering, and receiving processes; (2) an organizational chart; (3) a glossary; (4) lists of abbreviations used on multiple order forms, frequently used requesters' names, and special location abbreviations; (5) examples of purchase request forms, multiple order forms, and bookkeeping forms; (6) a description of the files and filing rules used in the department; and (7) information on general and special acquisition funds. (Author/ESR)

ED 232 687 IR 050 334

Wright, H. Curtis
The Myth of Scientific Sufficiency in Librarianship.
PUB DATE- 17 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication (Thought Transfer); *Information Theory;

International Association of Technological Univ. Libraries, Gothenburg (Sweden).
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academic Libraries; Continuing Education; Employment Qualifications; Foreign Countries; Higher Education; Information Science; *Information Scientists; International Organizations; Job Training; *Library Education; Professional Education; *Research Libraries; *Special Libraries
IDENTIFIERS- Finland; *Information Management; Information Transfer; New Zealand; *Scientific and Technical Information; Sweden; United Kingdom; United States; West Germany

The views of practicing librarians, library directors, and library school teachers are presented in this series of papers on the educational needs of those planning to work in academic and special libraries, particularly scientific and technological research libraries. Included are: (1) "New Trends in Education of Librarians and Documentalists in the Federal Republic of Germany," by Paul Kaegbein; (2) "Ideal Staff for Technological University Libraries," by Elin Tornudd (Finland); (3) "Education for Work in Special Libraries in New Zealand," by Peter Durey; (4) "Education for Information Intermediaries, An Example from the School of Information Studies, Syracuse University, N.Y.," by Gunnel Hessler (Sweden); (5) "Training Junior Staff in a Major Research Library for Science and Technology," by Peter Warren and Dennis Shaw (United Kingdom); (6) "Education for Special Librarianship in the United States," by Kathleen T. Bivins; (7) "The Swedish School of Library and Information Science and the Education of Librarians for Special Libraries," by Chagan Lalloo; (8) "Continuing Education in the 80s: Thoughts of a Service Librarian," by Patricia Gebhard (United States); (9) "Information Transfer: A Conceptual Model for Librarianship, Information Science and Information Management with Implications for Library Education," by Roger Greer (United States); and (10) "Qualifications Required of Staff Members at University of Technology Libraries," by Sven Westberg (Sweden). (ESR)

ED 232 701 IR 050 358

Charbonneau, Gary; And Others

Evaluation Instruments (160)
DESCRIPTIONS- *Community Colleges; *Developmental Studies Programs; Educational Quality; Educational Responsibility; Higher Education; Program Effectiveness; *Remedial Programs; *School Responsibility; State Legislation; State Surveys; *Statewide Planning; Universities
IDENTIFIERS- *Florida

Recent efforts to identify and meet the needs for remedial education in Florida's public community colleges and universities are described in this paper. First, a synthesis of the literature on remedial education yields the following recommendations: (1) skills training must be integrated into other college experiences; (2) cognitive skills training must be combined with social and emotional development; (3) staff should be selected for their interest, commitment, and knowledge about learning problems; (4) degree credit should be granted for remedial classes; and (5) remediation should be approached with flexibility. The paper then reviews a variety of research, planning, and legislative activities concerned with postsecondary remediation efforts in Florida, including the inclusion of remedial programs in the statewide plan for postsecondary education; the assignment of specific responsibilities to Florida's public universities and community colleges; State Board Rule 6A-10.30, which requires college students to successfully complete 12 semester hours of course work in English and 6 hours in mathematics; a statewide review of basic skills preparation in Florida's community colleges; and a Florida Developmental Education Association survey of the effectiveness of remedial education at the community college level. Additional recommendations, incorporating L. R. Meeth's principles for quality in remediation, are included in the paper. (LL)

ED 232 716 JC 830 357

Morante, Edward A.; And Others
Report to the Board of Higher Education on Results of the New Jersey College Basic Skills Placement Testing and Recommendations on Instruction and Curriculum, May 20, 1982 - September 23, 1982.
New Jersey Basic Skills Council, Trenton.
SPONS. AGENCY- New Jersey State Board of Higher Education, Trenton.
PUB DATE- 17 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

ED 232 729 JC 830 370

Harper, William A., Ed.
Junior College Directory, 1967. Period Covering September 1965-August 1966 and Fall Enrollments for 1966.
American Association of Junior Colleges, Washington, D.C.
PUB DATE- 67
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Numerical/Quantitative Data (110)
DESCRIPTIONS- Accreditation (Institutions); Administrators; *College Faculty; College Presidents; Community Colleges; *Educational Trends; *Enrollment; Full Time Faculty; *Full Time Students; National Surveys; Part Time Faculty; *Part Time Students; Private Colleges; Professional Associations; Public Education; Single Sex Colleges; Technical Institutes; Tuition; *Two Year Colleges; Two Year College Students
IDENTIFIERS- *American Association of Junior Colleges

Based on a survey conducted by the American Association of Junior Colleges (AAJC), this directory provides information on 837 non-profit, public and private two-year colleges in the United States and its territories, including statistics on 1965-66 enrollments, personnel, and student costs. Following material on the scope and compilation of the directory, an analysis of two-year college growth from 1961 to 1966 is presented. Next, the directory lists the colleges alphabetically by state, including the following information for each: location; chief administrative head; year organized as a junior college; type of control or affiliation; AAJC membership; state recognition or accrediting agency; programs (i.e., transfer and/or occupational); co-educational or single-sex status; October 1965 enrollment of full- and part-time freshman, sophomore, and unclassified students; October 1965, summer 1966, and October 1966 total enrollments; full- and part-time instructional and administrative faculty in 1965-66; tuition for in-district, out-of-district, and out-of-state students; and fall application deadline. Statewide enrollment summaries are then provided for all institutions and public and independent colleges, followed by tables showing distribution of size of enrollment, independent and church-related schools by type of control, and accredited schools by state. Information on changes in institutions, the AAJC, junior college organizations, and state administrators is presented in the final sections. (AYC) and part-time and total faculty, professional staff, and administrators as of October 1978; and tuition and fees required in 1978-79. Next, tables are presented summarizing enrollment and personnel data by state for all institutions, and for public and independent colleges. Lists of community, junior, and technical college organizations and state administrators for two-year college education, and an alphabetical listing of colleges conclude the directory. (AYC)

ED 232 742 JC 830 383

Gilbert, Fontelle, Ed.
Community, Junior, and Technical College Directory, 1980. Full-Time and Part-Time Enrollments for Fall 1978 and Fall 1979.
American Association of Community and Junior Colleges, Washington, D.C.
REPORT NO.- ISBN-0-87117-095-7
PUB DATE- 80
AVAILABLE FROM- American Association of Community and Junior Colleges, One Dupont Circle, N.W., Suite 410, Washington, D.C. 20036 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Accreditation (Institutions); Administrators; *College Faculty; College Presidents; Community Colleges; Community Education; Educational Trends; *Enrollment; Fees; Full Time Faculty; *Full Time Students; National Surveys; Part Time Faculty; Part Time Students; Private Colleges; Professional Associations; Public Education; School Schedules; Technical Institutes; Tuition; *Two Year Colleges; Two Year College Students
IDENTIFIERS- *American Association of Community and Junior Colls

Based upon a questionnaire survey of two-year institutions conducted by the American Association of Community and Junior Colleges (AACJC), this directory provides information on 1,230 community, junior, and technical colleges in the United States and its territories, as well as 1978 and 1979 statistics on enrollments and personnel for each. Following introductory material on the compilation of the directory, a data summary, suggestions for interpreting the data, and a list of changes in institutions since the previous year are presented. Next, the directory lists each two-year college alphabetically by state or country and provides the

ED 232 755 PS 013 600

Celebrate Learning: Holidays in the Classroom, K-6.
Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Art Activities; Educational Games; Elementary Education; Elementary School Mathematics; Enrichment Activities; *Interdisciplinary Approach; Language Arts; Learning Activities; Puzzles; Reading Skills; Vocabulary Development; Worksheets; Writing Skills
IDENTIFIERS- *Holidays; PF Project

This multi-curriculum study unit focuses on holidays, anniversaries, and special days. In addition to a calendar of monthly events, worksheets with games, puzzles and activities for lessons are included. The worksheets can be duplicated for students, placed in learning center folders, or used as examples for developing new worksheets. Some of the special days covered are the New Year, birthdays of presidents and other notable persons, Valentine's Day, St. Patrick's Day, Halloween, election day, and Christmas. Among the subjects covered are mathematics, spelling, reading, writing, art, seasons of the year, and vocabulary building. A bibliography of children's books and resources for teachers completes this guide. (EM)

ED 232 756 PS 013 601

Mix, Stir, Blend...A Pantry of Cooking Activities and Ideas for Elementary K-6.
Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

verbal and gestural prompting to restraints. Staff training focuses on reinforcement, structure, basic attention skill training, behavior management, and data collection. (CL)

ED 232 356 EC 152 636

Sobsey, Dick
Nutritional Considerations for Severely Handicapped Children.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Dietetics; Elementary Secondary Education; *Nutrition; *Severe Disabilities

Children and adults with severe disabilities may have nutritional problems due to the effects of the primary disability (including such syndromes as phenylketonuria, galactosemia, and Hurler's Disease), effects related to medications (including anticonvulsants, tranquilizers, and laxatives), effects of food preferences (restrictive food preferences or hypersensitive oral-facial structures), effects of pureed diets, and effects related to fluid intake. Eight suggestions to help reduce the nutritional and dietetic problems of most severely handicapped children include using a team approach involving nutritionists and dieticians; assessing the child's diet; checking for the nutritional effects of medication and compensating appropriately; working away from pureed foods if possible; ensuring adequate fluids; systematically programing for the child to accept more food, especially a more normal diet; providing good dental care; and promoting movement and activity. (CL)

ED 232 357 EC 152 637

McClennen, Sandra; And Others
Teaching Socially Appropriate Behavior to Adult, Institutionalized,

The guide describes the Special Training for Employment Program (STEP), an approach to providing mainstreamed handicapped high school students with basic vocational skills needed for employment. It is explained that students are first evaluated through the Comprehensive Occupational Assessment and Training System, which provides information on job matching, living skills, employability attitudes, and work samples. The STEP program curriculum is presented for three vocational training areas: food preparation (including safety, sanitation, and nutrition); health occupations (including first aid, nurse assistant, and health education); and construction trades (including carpenter's and painter's assistant). Each lesson includes information on objectives, materials, teacher activities, student activities, and evaluation. Each of the three areas is concluded with a listing of resources on the topic. (CL)

ED 232 373 EC 152 653

Hagin, Rosa A.
Prevention: Primary, Secondary or Otherwise.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Emotional Problems; Failure; Handicap Identification; High Risk Persons; *Intervention; *Learning Disabilities; *Prevention; Primary Education; Spatial Ability; Time Perspective

The author reviews her work in attempting to prevent learning failure and resulting emotional problems in young children. She considers the difficulties involved in prevention of a multiply determined and multiply defined condition such as learning failure. The benefits of prevention (including lower cost than later treatment) are pointed out as well as barriers to prevention (such as natural resistance to change and difficulties in documenting results). The model in use at the Learning Disorders Unit of Fordham University is described. Research done by the unit is reviewed, including findings that immaturity in spatial orientation and in temporal organization is a common underlying feature in vulnerable primary school children. The author concludes the paper with reminders that early identification should be viewed in terms of learning ecology and that children vulnerable to learning problems are not a homogeneous group. (CL)

ED 232 388 EC 152 686

Bradley, Judy; Hegarty, Seamus
Stretching the System: FE and Related Responses to Students with Special Needs. A Special Needs Document.
National Foundation for Educational Research in England and Wales, London.
SPONS. AGENCY- Further Education Curriculum Review and Development Unit, London (England).
REPORT NO.- ISBN-0-85522-113-5
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adult Education; Adult Programs; Continuing Education; *Disabilities; Elementary Secondary Education; Foreign Countries; Inservice Education; *Mainstreaming; Mental Retardation; Physical Disabilities; Postsecondary Education; *Rehabilitation Centers; *Special Classes; Special Schools; *Transitional Programs; Vocational Education; Work Experience
IDENTIFIERS- *England

The ways in which further education (FE) and related sectors in England can assist young people with special needs are discussed. After a brief introduction in Chapter 1, Chapter 2 considers school-based provision. College-based provision, which is considered in Chapter 3, consists of six modes: adjusted mainstream provision, link courses, bridging courses, special courses, special units, and outreach provision. In Chapter 4, attention is directed to the specialist colleges that serve young people with special needs. The largest sector within this provision caters to the physically handicapped, although other disabled people are served. It is noted that specialist colleges tend to favor segregated provision, since the severely handicapped are largely the group served; however, a small number of these colleges enable students to attend a local college of FE on a day release basis. Chapter 5 describes the Youth Opportunities Programme (YOP), which provides experiences such as work preparation and work experience. In Chapter 6, provision outside college in adult training centres for the mentally handicapped and in day centres for the physically handicapped is examined. Finally, Chapter 7 considers the role of continuing education in meeting the needs of special adults. The content and organization of current and possible future staff development and implications/issues are covered in Chapters 8 and 9. Examples of

ED 232 403 EC 160 003

Hardee, W. Paul
Communicatively Inhibiting Behaviors of Mothers with Language Disordered Children.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Interaction; *Language Acquisition; *Language Handicaps; *Mothers; Semantics; Syntax; *Verbal Communication; Young Children

Four mothers and their language handicapped children (2-4 years old) were compared with four mothers and their normal language children. Mother-child interactions were tape recorded and analyzed for semantic, syntactic, and morphologic complexity. The normal language group had more sophisticated semantic, syntactic, and morphologic abilities than their language disordered counterparts. Mothers of language disordered Ss simplified their speech to their children compared to the speech directed at normal age peers and adults. They also tended to dominate and direct conversation more and to be more tutorial than mothers of the normal language group. Although it was concluded that no definitive relationship between mothers' language model and interaction patterns and their child's language growth had been established, some mothers could benefit from a formal language training program. (CL)

ED 232 404 EC 160 004

Bragman, Ruth
Evaluation of an Undergraduate and Graduate (Master's) Program in Special Education.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Disabilities; Graduate Study; *Program Evaluation; *Teacher Education; Undergraduate Study

Sixty supervisors, 44 graduates of the undergraduate program and 47

Office of the Vice President for Research, 12 research reports are presented. Each project is summarized, its principal investigators listed, and major findings noted. Studies touch on the following topics: psychotherapy as treatment for depression in deaf individuals, social/emotional assessment of deaf children, simpler sign forms for children with various handicaps, non-manual behaviors in sign language, a dialogue journal writing project, narrative schemata in hearing impaired readers, interpretation of achievement test scores, revision of the Stanford Achievement Test-Special Edition, a decade of the annual survey of hearing impaired children and youth, state surveys, the autocuer, and effectiveness of cochlear implants. Thirty-three additional research projects conducted during 1981-82 are listed. (CL)

ED 232 420 EC 160 026

Meeting of Experts on Integration of Severely and Multiply Handicapped Persons into General and Vocational Education. (Heidelberg, West Germany, October 26-30, 1981). Final Report.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- UNESCO-ED.82/WS/80
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- Definitions; Elementary Secondary Education; Equal Education; International Programs; Legislation; *Mainstreaming; Models; *Multiple Disabilities; Parent Education; *Severe Disabilities; *Special Education; *Vocational Education

The report presents recommendations from a 1981 meeting sponsored by Unesco (United Nations Education Scientific and Cultural Organization) on the topic of integration of severely/multiply handicapped persons into general and vocational education. A summary of discussion topics addresses terminology; the concept of integration--its advantages and limitations; types of integrated education/vocational systems; preparation for integration (early detection, parent training and support, and specific programming for integration); and such general issues as legislation, research, and the problems of underdeveloped countries. The second part of the report presents conclusions and recommendations involving such concerns as right to education, legislation, models of integration, access, standards of professional staff in special education, role

Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Context Clues; *Dictionaries; *English (Second Language); Higher Education; *Language Skills; *Reading Comprehension; Student Attitudes; Teacher Attitudes; *Testing Problems; *Vocabulary Development
IDENTIFIERS- Ben Gurion University (Israel); Haifa University (Israel)

Three studies, carried out independently at Ben Gurion University and at Haifa University, tested students of comparable English proficiency who were enrolled in similar courses of English reading comprehension. The studies were carried out to investigate the effect of dictionary use in examinations on students' test performance. In the study at Ben Gurion University, 9 classes, including 91 students, participated. At Haifa University, 5 reading comprehension tests were administered to 670 students, and 8 tests were administered to 740 students. The results of the 3 studies showed a preference for using bilingual dictionaries, on the one hand, and no significant correlation between dictionary use and test score, on the other. To attempt to clarify the test results and to understand the underlying attitudes and expectations of dictionary users, the researchers at Haifa University administered a questionnaire on dictionary use and preferences. The results of this study may be applied to point out some misconceptions about students' usage of dictionaries and to improve teachers' explanations and dictionary exercises. The study suggests that the dictionary may be better used for the occasional unknown word rather than to create a context whose larger meaning and value is unclear to the reader. (Author/AMH)

ED 232 437 FL 013 787

Devitt, S. M.; And Others
Learning Irish with "Anois is Aris." CLCS Occasional Paper No. 6, Winter 1982-3. A Report on the Background, Attitudes, Expectations, and Learning Experience of a Volunteer Group of Course Participants.
Dublin Univ. Trinity Coll. (Ireland). Centre for Language and Communication Studies.
PUB DATE- Dec 82
AVAILABLE FROM- Centre for Language and Communication Studies, University of Dublin, Trinity College, Dublin 2, Ireland
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

ED 232 454 FL 013 828

Strasheim, Lorraine A.
Coping with Multi-Level Classes Effectively and Creatively.
PUB DATE- Jun 83
LANGUAGE- English; Latin
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Classical Literature; *Class Organization; Classroom Techniques; Instructional Design; Instructional Materials; *Latin; *Learning Activities; *Multigraded Classes; Secondary Education; *Second Language Instruction; Teaching Methods

This paper includes a discussion of the problem of multilevel Latin classes, a description of various techniques and perspectives the teacher might use in dealing with these classes, and copies of materials and exercises that have proved useful in multilevel classes. Because the reasons for the existence of such classes are varied, it is suggested that teachers learn to cope with them by asking for a longer period that spans the lunch period and by using the time qualitatively. Four basic ingredients for coping successfully are suggested: (1) developing a positive teacher attitude, (2) timing the class periods intelligently, (3) learning to exploit the sharing possibilities, and (4) planning for variety and student "doing." The discussion of each of these ingredients includes numerous examples of successful classroom practices and techniques. The emphasis in all levels is on enabling the students to take responsibility for their own learning through peer learning activities and various forms of small and large group activities. The attached examples of materials include excerpts from various types of Roman and medieval Latin literature and texts typical of Roman daily life. Exercises for various levels that are based on the these materials are also included. (AMH)

ED 232 455 FL 013 829

Duron, Dolores; And Others
Matematicas: Nivel A (Mathematics: Level A).

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *English (Second Language); Inservice Teacher Education; *Limited English Speaking; Models; Needs Assessment; Postsecondary Education; *Second Language Instruction; Spanish Speaking; *Teacher Workshops; *Vocational Education Teachers

The project was initiated to develop and implement a statewide model for planning and presenting inservice training activities for vocational educators who teach and work with limited English proficient (LEP) populations. Its goals are to provide vocational educators with the understanding of cultural and linguistic characteristics, vocational needs, and some preparation for teaching and working with LEP persons in Florida. Included in this report are (1) a statement of the purpose and objectives of the project, (2) names of the project consultants and members of the advisory task force, (3) summaries of two task force meetings; (4) the statewide model in the form of a workshop planning guide, (5) a discussion of each element in the model, (6) block diagrams of model development and a discussion of content areas of interest by educator groups, and (7) a detailed description of a statewide workshop that was conducted according to the model. The workshop description covers the agenda, a summary of group discussions, a summary of consultant presentations, needs assessment results, participants' comments on the workshop, a listing of workshop participants, and a discussion of conclusions and implications. Appendices include letters of invitation, needs assessment instruments, bibliographies, and other guidelines. (AMH)

ED 232 472 FL 013 847

Report on Teacher Supply Needs for Bilingual Education and English as a Second Language. Submitted to the Sixty-Eighth Legislature. Texas Education Code Section 21.459(g) .
Texas State Board of Education, Austin.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC0[illegible] Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Bilingual Education Programs; Educational Assessment; *English (Second Language); Higher Education; Language Teachers; *Needs Assessment; *State Legislation; Surveys; *Teacher Supply and Demand
IDENTIFIERS- *Texas

This report treats the following topics: (1) a history of state

IDENTIFIERS- Autonomous University of Guadalajara (Mexico); Everymans University (Israel); Griffith University (Australia); Open University (Great Britain); Ruhr Universitat (West Germany); University of Botswana; University of the Philippines Los Banos; University of Wisconsin Green Bay; Vincennes Open University (France); Yarmouk University (Jordan)

Basic issues of change in higher education throughout the world and examples of innovations are discussed, based on the 1978 World Conference on Innovations in Higher Education. The following problem areas are addressed: access to higher education, the relevance of studies, flexibility and change within institutions, and efficiency and cost. About 18 case studies illustrating innovative responses are presented that pertain to delivery systems, new clienteles, innovations in the land grant tradition, comprehensive higher education, interdisciplinarity and problem focus, extension and national development, research, and the management of innovation. In addition to evaluating the innovations, their origin and development are described. The contributions of developed and developing countries are also addressed, along with a comparison of culture, economics, sociopolitical situations, and educational tradition. The case studies include distance learning systems, programming for new learners, agricultural and technical courses, professional programs, and interdisciplinary research. The agenda and topics of the conference are discussed in the appendix. (SW)

ED 232 489 HE 015 892

Sandin, Robert T.
The Search for Excellence. The Christian College in an Age of Educational Competition.
REPORT NO.- ISBN-0-86554-037-3
PUB DATE- 82
AVAILABLE FROM- Mercer University Press, Macon, GA 31207 ($13.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Christianity; *Church Related Colleges; Church Role; *College Role; *Educational Objectives; Educational Philosophy; General Education; Government School Relationship; Higher Education; Liberal Arts; *Student College Relationship; *Teacher Role; Values Education

The situation of the Christian college in an age of heightened

(Northwestern University). and The Senior Year.
Northwestern Univ., Evanston, Ill.
PUB DATE- May 81
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Advanced Placement; *College Programs; *College Seniors; *Course Descriptions; *Curriculum Evaluation; Enrollment Trends; Grade Point Average; *Graduation Requirements; Higher Education; *Honors Curriculum; Majors (Students); Student Placement
IDENTIFIERS- *Northwestern University IL

Information on the senior year at Northwestern University, Illinois, and suggestions for providing focus to the last year of undergraduate study are presented, based on a needs assessment conducted by the Curricular Policies Committee of the College of Arts and Sciences (CAS). Department heads and other staff were contacted to obtain a profile of current practice, and a survey of transcripts was undertaken to determine actual student patterns in the senior year. In addition, catalogs from other colleges were evaluated to provide a profile of existing practice. Information is presented on placement patterns of graduates of the CAS, and enrollment patterns and requirements of senior-year honors programs and specific programs/majors at the bachelors- and masters-degree levels. Additional focal areas include: grade point average (GPA) in the senior year, GPA in major field, double majors, enrollment in optional courses outside the senior's division, college requirements, organization of the senior academic year, the effect of advanced placement and transfer credits on senior year patterns, and student characteristics. Finally, a number of curricular options are discussed. A booklet, "The Senior Year," is attached that describes capstone courses, linkage seminars, and other opportunities for scientific and scholarly research available within the CAS. (SW)

ED 232 504 HE 016 366

Lindquist, Victor R.
Trends in the Employment of College and University Graduates in Business and Industry, 1983. Thirty-Seventh Annual Report. A Survey of 251 Well-Known Business and Industrial Concerns. The Northwestern Endicott Report.
Northwestern Univ., Evanston, Ill. Placement Center.
PUB DATE- Dec 82

ED 232 518 HE 016 409

Gmelch, Walter H.; And Others
Sources of Stress in Academe: A National Perspective.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Faculty; Coping; *Faculty College Relationship; Higher Education; Retrenchment; *Stress Variables; *Teacher Attitudes; Teacher Characteristics; *Teaching Conditions

The causes and consequences of stress experienced by college faculty were investigated. Stress was defined as any characteristic of the job environment that posed a threat to the individual--either excessive demands or insufficient resources. In addition to identifying stressful job situations, attention was directed to ways that faculty members cope with stress, and the relationships between perceived stress and personal and professional factors (e.g., academic disciplines, rank, tenure, productivity, sex, age and experience). Questionnaires were mailed to 1,920 faculty members at 40 public and 40 private doctoral-granting institutions, yielding a response rate of 75.28 percent. Strong evidence was found that stress in university settings was common to all disciplines. Faculty in a diverse range of disciplines reported similar degrees of stress associated with the teaching, research, and service functions, but teaching was designated as the most stressful activity. Factor analysis also revealed that the stressors associated with reward structure accounted for 55 percent of the common variance. In general, faculty reported that 60 percent of the total stress in their lives came from their work. The majority of the most troublesome stressors were related to time and/or resource constraints. (SW)

ED 232 519 HE 016 410

Crawford, Anna Lee
Skills Perceived to Lead to Success in Higher Education Administration.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Education; *Church Related Colleges; Cognitive Ability; *College Planning; *College Role; *Educational Development; *Educational Objectives; Higher Education; Individual Development; *School Community Relationship; Vocational Education
IDENTIFIERS- *New Colleges

Possible educational goals for a college to be developed by Rock Church in Virginia Beach were defined, based in part on an analysis of views of pertinent interest groups about what the college should be. In addition, priorities among these goals were established, and questions and steps to prepare for a college were identified. Among the 246 individuals who were surveyed were leaders of the church, public school guidance counselors, Christian academy high school seniors, and faculty members from several colleges. The following questions were identified as guides for planning the new college: (1) What kind of educational program will the college emphasize? (2) Who will the college serve, and where will it be located? and (3) What will the relationship of the college be to the community? Additional planning considerations include governance and administration, financing, and outcomes. The survey findings indicated that the most important areas for the future college were personal development, intellectual skills, vocational preparation, and academic development. Sixteen additional areas are identified in the order of importance. (SW)

ED 232 534 HE 016 430

Meeting the Need for Quality: Action in the South.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- Jun 83
AVAILABLE FROM- Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Academic Standards; Administrator Selection; Admission Criteria; *College Admission; College School Cooperation; *Educational Quality; *Geographic Regions; Graduation Requirements; Higher Education; Mathematics Education; Personnel Policy; Principals; Science Education; *Secondary School Curriculum; Teacher Evaluation; *Teacher Improvement; Teacher Selection; Vocational

student-spouse role and made meaning of their experiences were also addressed. Techniques of ethnographic interviews were employed in collecting and analyzing data. Four major aspects of the married doctoral students' experiences were used to described behaviors, attitudes, perceptions, and relationships: (1) support, (2) marital stability, (3) social relationships, and (4) status. The most important source of support for the student was the spouse, who provided financial, emotional/psychological, and basic needs support. Factors that affect marital stability included differences in spouses' educational levels and interests, financial problems, time pressures, children, communication, sexual concerns, and role conflict. Generally, relationships developed within the college did not serve important support roles, and enrollment may have altered the student's perceived or actual status in either a positive or negative way. Interview questions and a telephone questionnaire are appended. (SW)

ED 232 549 HE 016 470

Phelan, Jo Carol; Phelan, Thomas James
Underemployment among College Graduates. ASHE 1983 Annual Meeting Paper.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Blacks; *College Graduates; Educational Background; *Education Work Relationship; *Employment Patterns; Graduate Surveys; Higher Education; Income; Job Analysis; *Job Satisfaction; Labor Market; Need Gratification; Racial Differences; Sex Differences; *Underemployment; Vocational Adjustment
IDENTIFIERS- *ASHE Annual Meeting

Rates and severity of underemployment among a sample of college graduates were assessed using objective and subjective measures. Attention was directed to job characteristics related to underemployment, gender differences in the characteristics, and the effect of college type attended, college major, and academic performance. The data were drawn from two sources: (1) 9,039 responses to both the Cooperative Institutional Research Program's 1970 freshman norms survey and the 1977 followup survey on education, work, and leisure; and (2) the Department of Labor's "Dictionary of Occupational Titles," which rates 12,099 occupations the University of Kansas, the technical expertise of staff and students was tapped to provide a credible survey program. Departments and other offices can submit questions to the Student Opinion Survey Committee, which reviews proposals and provides assistance to the requesting group. To reduce administration costs and increase program credibility among respondents, surveys are distributed to students by students. Typically, a survey polls about 30 classes with a total of about 500 students, or approximately 2 percent of the student body. Surveys use multiple-choice questions whenever possible and are formatted for direct data entry. Direct benefits of the program include: improved quality of the survey, improved sampling, standardized procedures, freedom of information, cost efficiency, and credibility. Drawbacks include the dependence on volunteers and the need for publicity to maintain the viability and image of the program. Structural and procedural alternatives are discussed. (SW)

ED 232 564 HE 016 487

Cochran, Thomas R.; Hengstler, Dennis D.
Political Processes in an Academic Audit: Linking Evaluative Information to Programmatic Decisions. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Case Studies; College Environment; *Decision Making; *Departments; Feedback; Governance; Higher Education; *Institutional Research; *Policy Formation; *Political Influences; Program Effectiveness; *Program Evaluation; Resource Allocation
IDENTIFIERS- *AIR Forum

The political processes involved in an academic program evaluation are discussed. The focus is on how evaluative information is politically linked to programmatic decisions within the context of various organizational and evaluative utilization models. To examine the explanatory power of the various theories and models, information from a program evaluation conducted at a small public liberal arts university is examined. The scope of this program evaluation is as follows: to obtain a systematic view of the relative strengths and weaknesses of each department, and to use the feedback to improve the programs; to have participants rank order

Suggestions for administrators who wish to implement Japanese management techniques in higher education are offered. These techniques are more than establishing quality circles; instead they propose different value structures that link employees and the organization. The organizational structures that typically exist in higher education and the way these structures affect staff development and authority and responsibility relationships are described, along with the basic principles of Japanese management, specifically the 13-step plan of Ouchi (1981) and the Seven S framework of Pascale and Athos (1981). The adaptation of Japanese management techniques is dependent upon the college president/chancellor either having or developing a management style that is appropriate for this type of change. The philosophy or superordinate goals of the organization are needed to provide a common understanding of goals for all employees. Institutional commitment to the faculty and staff is essential, and measurable outcomes and evaluations are crucial to effective functioning and fair treatment of employees. Additional recommendations are offered. (Author/SW)

ED 232 579 HE 016 503

Valiga, Michael J.
Assessing the Reliability of Survey Instruments. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Analysis of Variance; Higher Education; *Institutional Research; *Item Analysis; *Questionnaires; Surveys; *Test Reliability
IDENTIFIERS- *AIR Forum; American College Testing Program

An analysis of variance approach to estimating reliability is examined. This approach uses an internal-consistency index for estimating the reliability of survey instruments containing ranked items, and is recommended when the relative ranking of item means is of interest to survey researchers. The computation of this index is demonstrated using data from three American College Testing Program surveys: Student Opinion Survey, Entering Student Survey, and Adult Learner Needs Assessment Survey. Eighteen of the 250 postsecondary institutions that utilized these surveys between 1980 and 1983 were studied. Survey records were analyzed using a coefficient cost effectiveness of the program and the implications for the community of an open-door policy. The selection criteria were based on high school grades in chemistry and biology; scores on the Aptitude Test for Allied Health Programs; and a locally developed noncognitive instrument, the Interest and Background Survey. Assuming students scoring below the established composite score of 200 would have been denied admission to the program, this selective admission procedure would have denied 33 students an opportunity to become nurses, and would have deprived the community of the services of these 33 nurses. The cost per graduate and per licensed nurse for students who met the selective admission criteria and for those who did not qualify was calculated based on faculty contact hours. It cost half as much to produce a qualified nurse when educating a student who met the selective admission criteria as it did when working with those who did not. The conflict that arises from a policy of providing open access to programs while state governments are not providing adequate funding for public postsecondary education is noted. (SW)

ED 232 594 HE 016 518

Cohen, Margaret E.
Use of Automatic Interaction Detector in Monitoring Faculty Salaries. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Faculty; Data Analysis; Employment Practices; *Evaluation Methods; Higher Education; Institutional Research; Intellectual Disciplines; Predictor Variables; *Salary Wage Differentials; *Teacher Characteristics; *Teacher Salaries
IDENTIFIERS- *AIR Forum

A university's use of the Automatic Interaction Detector (AID) to monitor faculty salary data is described. The first step consists of examining a tree diagram and summary table produced by AID. The tree is used to identify the characteristics of faculty at different salary levels. The table is used to determine the explanatory power of the selected predictors and to determine the total amount of variation explained by the analysis. The second step consists of identifying the faculty whose salaries differ significantly from the means of their final groups and then reviewing their individual

The ability of Vroom's expectancy motivation theory to predict student satisfaction with the college environment, student participation at school, and student academic performance was studied. Specific objectives of the study were as follows: to test the ability of Vroom's valence model to predict student satisfaction, to test the ability of Vroom's force model to predict student effort toward the achievement of certain academic and personal development goals, to test the ability of Vroom's performance model to predict academic motivation, and to predict student grade point averages from the interaction of ability and motivation. The study populations were 210 students from an urban, commuter campus and 152 students from a residential multiversity. Moderate to high support was found for the expectancy theory models as predictors of college student satisfaction, participation, and achievement (as indicated by grade point averages). The data suggest that students who expended more effort into academic work, and into personal development activities, felt a greater sense of satisfaction with the environment than did students in a below-average effort group. Additional findings and a bibliography are presented. (Author/SW)

ED 232 609 HE 016 575

Andrew, Loyd D.; Henry, Thomas A.

A Comparison of Funding Priorities in Two Year Institutions with and without Faculty Collective Bargaining. ASHE 1983 Annual Meeting Paper.

PUB DATE- Mar 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Budgeting; *Collective Bargaining; College Faculty; Comparative Analysis; *Expenditure Per Student; *Financial Support; Higher Education; Institutional Characteristics; National Surveys; *Resource Allocation; State Colleges; Student Teacher Ratio; Teacher Salaries; *Two Year Colleges; *Unions

IDENTIFIERS- *ASHE Annual Meeting

The question of whether two-year colleges with and without faculty unions differ in terms of selected institutional characteristics was investigated. Attention was directed to expenditures spent on instruction, the percentage of revenue obtained from various sources, the educational costs per full-time equivalent student, the

5-1/4" flexible disk. REQUIRED HARDWARE: Apple II, 48K, 1 disk drive, monitor, printer (optional). REQUIRED SOFTWARE: Applesoft, DOS 3.3 or 3.2. INSTRUCTIONAL PURPOSE: Standard instruction, assessment. INSTRUCTIONAL TECHNIQUES: Instructional management, authoring, drill and practice, tutorial. DOCUMENTATION AVAILABLE: In program--student's instructions. In supplementary materials--suggested grade/ability level(s), instructional objectives, program operating instructions, and teacher's information. INSTRUCTIONAL OBJECTIVES: (STATED) To provide drill and practice on recognition of common and proper nouns, possessives; nouns and pronouns; noun plurals; and identification of pronouns and antecedents. The objectives are more precisely stated in the manual. INSTRUCTIONAL PREREQUISITES: (INFERRED) The student should have some prior instruction to the objectives. A student planning option is available to assess the student's progress. CONTENT AND STRUCTURE: The package covers identification of nouns, plural nouns, possessives, identification and use of pronouns and pronoun antecedents. The student is presented with a stimulus and inputs a choice of a, b, or c, or a word. The package includes a record keeping option with printing capability. Also included is a create-a-lesson format. POTENTIAL USES: This package is most appropriately used with individual students for remedial, standard instruction or enrichment. MAJOR STRENGTHS: the presentation of the material is very logical. The program allows for alternate ways of answering the questions and gives immediate feedback. The capability for the teacher to author appropriate materials for students is a real plus! By following directions in the program and reading the documentation carefully, the process is very easy. Modifications to any existing lesson can also be made. The record keeping for students is a strong point in that it tells not only how many were missed, but exactly what was missed. MAJOR WEAKNESSES: The rewards are not particularly exciting, and would seem not to be a motivator in themselves. In places, the screen is somewhat crowded due to the larger lettering. EVALUATION SUMMARY: The evaluators indicated they would use or recommend use of this package with little or no change. (Author)

ED 232 623 IR 020 011

Magic Spells. MicroSIFT Courseware Evaluation.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Jan 83
LANGUAGE- English

ED 232 633 IR 020 021

Create Spell-It. MicroSIFT Courseware Evaluation.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Computer Assisted Instruction; Computer Managed Instruction; *Computer Programs; Drills (Practice); Elementary Secondary Education; Microcomputers; Preschool Education; *Spelling Instruction; *Teacher Developed Materials; *Word Lists
IDENTIFIERS- Apple (Computer); Courseware Evaluation; Microcomputer Software and Info for Teachers; PF Project; Software Evaluation; *Software Reviews

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT (Except for the Evaluation Summary Table): Version: 1981. PRODUCER: Hartley Courseware, Inc., Box 431, Dimondale, Michigan 48821. EVALUATION COMPLETED: January, 1983 at the Clackamas County ESD, Milwaukie, Oregon. COST: $26.95. ABILITY LEVEL: Pre-school through grade 10. SUBJECT: Language Arts. TOPIC: Spelling. MEDIUM OF TRANSFER: 5-1/4" flexible disk, protected. REQUIRED HARDWARE: Apple, 48K, 1 disk drive, monitor, cassette control device, cassette player/recorder, printer (optional). REQUIRED SOFTWARE: Cassette tapes, Applesoft, DOS 3.3 or 3.2. INSTRUCTIONAL PURPOSE: Remediation, standard instruction, assessment. INSTRUCTIONAL TECHNIQUE: Instructional management, authoring, drill and practice. DOCUMENTATION AVAILABLE: In program--student's instructions. In supplementary materials--sample program output, program operating instructions, and teacher's information. INSTRUCTIONAL OBJECTIVE: Creating lessons is done by teacher--objectives would vary from teacher to teacher. INSTRUCTIONAL PREREQUISITES: None stated. CONTENT AND STRUCTURE: Teacher records auditory stimulus which can require one word or a phrase to an answer. Student planning/recordkeeping is included. Teacher creates all lessons. POTENTIAL USES: There is no curriculum content with this package. It is a program which allows a teacher to author his/her own word list, so it would be useful in any curriculum area. The teacher first creates a word list using a tape recorder with a controller device from the computer, the teacher then pronounces each word in the list, and uses it in a sentence if desired. Students using the program type the word into the computer which they hear from the tape recorder. MAJOR STRENGTHS: The unique use of the cassette control device (CCD) is a positive aspect of this package and gives students both visual and auditory clues. The only limitation is the amount of time the computer allows to get something recorded on tape. The capability for the teacher to author demonstration, a pre-lab activity, or as an alternative to the school's actual laboratory experiment. MAJOR STRENGTHS: The program is an example of the use of a computer for an activity which is difficult to set up and carry out and for which a number of repetitions in a short time period is desirable but difficult using actual apparatus. MAJOR WEAKNESSES: The Millikan worksheet should have a space for percent of error. EVALUATION SUMMARY: Evaluators indicate they would use or recommend use of this package with little or no change. (Author)

ED 232 643 IR 020 031

Titration. MicroSIFT Courseware Evaluation.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Chemistry; *Computer Assisted Instruction; *Computer Programs; Drills (Practice); Microcomputers; Postsecondary Education; *Science Instruction; Secondary Education; Simulation
IDENTIFIERS- Apple II; Courseware Evaluation; Microcomputer Software and Info for Teachers; PF Project; Software Evaluation; *Software Reviews; Titration Analysis

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT (Except for the Evaluation Summary Table): VERSION: 1980. PRODUCER: Mentor Software, Inc., Box 8082, St. Paul, Minn. 55113. EVALUATION COMPLETED: April 1982, by staff and constituents of the Texas Region X Educational Service Center. COST: $19.95. ABILITY LEVEL: Grades 10-14. SUBJECT: Chemistry: titration. MEDIUM OF TRANSFER: 5-1/4" flexible disk. REQUIRED HARDWARE: Apple II, single disk drive. REQUIRED SOFTWARE: DOS 3.3. INSTRUCTIONAL PURPOSE: Standard instruction, enrichment. INSTRUCTIONAL TECHNIQUES: Drill and practice. DOCUMENTATION AVAILABLE: Supplementary materials include suggested grade/ability levels, instructional objectives, program operating instructions, student instructions and student worksheets. INSTRUCTIONAL OBJECTIVES: Instructional objectives are stated. INSTRUCTIONAL PREREQUISITES (Inferred): Users should have had science instruction at the 9-10 grade level. CONTENT AND STRUCTURE: The program simulates an acidic or basic titration of a solution of unknown strength. The necessary equipment is displayed graphically. After the titration has been completed the user is tutored in performing the necessary calculations. The results are compared to the actual

AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Ave., N.W., Washington, DC (free to ARL members, $8.00 per copy to all others).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Academic Libraries; *Budgeting; Library Acquisition; Library Administration; *Library Expenditures; Library Personnel; Library Standards; Library Surveys; Operating Expenses; Postsecondary Education; Questionnaires; *Research Libraries; *Resource Allocation
IDENTIFIERS- *Library Funding

In July 1982, 10 member libraries of the Association of Research Libraries (ARL) were surveyed to obtain information on their existing budget practices. Libraries participating in the study were the University of California, Santa Barbara; University of Chicago; University of Colorado; University of Florida; Iowa State University; Notre Dame University; Oklahoma State University; Stanford University; University of Wisconsin; and York University. This report examines how library budget allocations are determined at the 10 institutions, particularly in the areas of personnel, acquisitions and binding, and operations expenditures. The budget process for base budgets as well as annual increases is described, and details of budget administration and flexibility are reported. In a review of issues underlying the budget practices in use, a compromise between the development of absolute standards and the present system of adherence to historical allocation levels is suggested. It is proposed that ratios of library support related to library use be utilized to calculate an index of relative library support. Report appendices comprise: (1) a sample survey form; (2) a list of 11 suggested readings and resources; and (3) a copy of the March 1975 Report of (the) ARL-ACRL (Association of College and Research Libraries) Joint Committee on University Library Standards (Revised), which provides additional perspectives on budget allocation systems. (Author/ESR)

ED 232 658 IR 050 283

Chen, Ching-chih; Hernon, Peter
Criteria of Effectiveness for Network Delivery of Citizens Information through Libraries. Summary Final Report.

ED 232 672 IR 050 313

Wallace, Danny P.
Analyses of the 1981-82 Illinois Public Library Statistics.
Illinois Univ., Urbana. Library Research Center.
SPONS. AGENCY- Illinois State Library, Springfield.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- *Library Expenditures; Library Networks; *Library Services; Library Surveys; *Operating Expenses; *Public Libraries; *State Libraries
IDENTIFIERS- *Illinois; *Library Statistics

Using data provided by the annual reports of Illinois public libraries and by the Illinois state library, this publication is a companion to the November 1982 issue of "Illinois Libraries," which enumerated the 16 data elements upon which the analyses are based. Three additional types of information are provided for each of six population size groups, each of 18 regional library systems, and for the state as a whole: (1) the mean, range, and quartiles of each of the 16 data elements; (2) 17 ratios and percentages for each library based on these data elements; and (3) the means, range, and quartiles of each of these 17 ratios. The 16 data elements reported both for individual libraries and in the summaries by population, library system, and the state as a whole include population served, nonresident family fee, hours of operation, total circulation, total staff, book volumes added and held, number of periodical titles currently received, assessed valuation, tax rate, local government and other receipts, wages and salaries, expenditures for library materials and operations, and total operating and capital expenditures. Twenty-two graphs and charts are included. (LMM)

ED 232 673 IR 050 314

Weibel, Kathleen
Planning Coordinated Systems of Continuing Library Education. A Workbook & Discussion Guide. Concept Paper 7.
Continuing Library Education Network and Exchange, Washington, D.C.
PUB DATE- 82

*Library Science; Systems Analysis
IDENTIFIERS- *Symbolic Interactionism

Postwar librarians have sacrificed the humanistic basis of librarianship and regard the use of science in librarianship as a settled issue. American librarianship is currently dominated by the physical thinking of scientific systems theory, which includes Bertalanffy's general system theory, Wiener's cybernetics, and the Hartley-Shannon theory of information. It is therefore following the wrong theoretical perspective on human communications, because librarians must deal with the subjective immateriality of ideas, whereas systems theory is concerned with the controlled movement of physical signals from one place to another. But symbolic interactionism, the humanistic alternative to the scientific view of human communications, concentrates on the psychophysical interplay of physical signals with their ideative referents. Librarians should turn to this latter perspective on communications theory because the relationship between a physical symbol and its nonphysical referent is inherently metaphysical, which explains why science is utterly incapable of resolving the specifically philosophical problems of human symbolism. The mysteries surrounding the communication of information can never be resolved unless the physical presuppositions of science are abandoned. (Author/ESR)

ED 232 688 IR 050 336

Declerck, Luc; Craven, Timothy C.
NETPAD User Manual.
University of Western Ontario, London. School of Library and Information Science.
SPONS. AGENCY- Natural Sciences and Engineering Research Council, Ottawa (Ontario).
PUB DATE- 83
GRANT- A3027
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- *Computer Programs; *Display Systems; Guidelines; *Indexing; Information Retrieval; *Man Machine Systems; *Microcomputers; Online Systems; *Permuted Indexes; Subject Index Terms

NETPAD is a microcomputer-based system, implemented on a Commodore PET 2001-8, by which a human indexer can input, retrieve, and edit

Examples of Holdings Reports and Decisions Using the American National Standard for Serial Holdings Statements at the Summary Level.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Libraries; Higher Education; Information Storage; *Library Catalogs; *Library Collections; Online Systems; Recordkeeping; *Serials; *Standards
IDENTIFIERS- American National Standards Institute; Bibliographic Records; *Holdings Statements; *Indiana University; Machine Readable Data; OCLC

This paper describes some of the problems encountered and the resolutions reached in converting Indiana University Libraries serials holdings information to the format specified in the 1980 American National Standard for Serial Holdings Statements at the Summary Level (ANSI). It is noted that this project was part of the development--by OCLC--of an online union list of serials capability for Indiana University, and the conversion--by Indiana University--of their serials information to machine readable form. Brief discussions of various issues raised by conversion to the ANSI standard format cover the requirement of a separate bibliographic record for microform and other reproductions; levels of detail; copy specific vs. institution consolidation; recording of indexes and other supplementary material; acquisition status and nonretention codes; enumeration designators; non-numerical "enumeration"; dual numbering; gaps vs. non-gap breaks; erroneous numbering; choice of date; day, month, and year indications; seasons in chronology; non-Christian dates; bibliographic changes and enumeration; and reproduction of incomplete runs. Examples are provided throughout the paper with OCLC numbers given for samples of Indiana University records. It is concluded that, despite the problems discussed, training staff to implement the ANSI standard is fairly easy. Three references are listed. (ESR)

ED 232 702 IR 050 361

Interlibrary Loan in ARL Libraries. SPEC Kit 92.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Mar 83

DESCRIPTIONS- *Achievement Tests; *Basic Skills; *College Students; Community Colleges; Higher Education; *Mathematics Skills; *Reading Skills; State Colleges; State Surveys; Student Placement; Testing Programs; Universities; *Writing Skills
IDENTIFIERS- *New Jersey; New Jersey College Basic Skills Placement Test

The New Jersey College Basic Skills Placement Test (NJCBSPT) was instituted in 1978 as a proficiency examination designed to measure the reading, writing, and mathematics skills of students entering college. In spring and summer 1982, 51,135 students at New Jersey's state and county colleges and at 10 independent colleges took the NJCBSPT. Of these students, 27% appeared to be proficient in verbal skills, 32% in computation skills, and 11% in elementary algebra. Among the group of 31,964 students who graduated from high school in spring 1982, similarly small percentages of students demonstrated basic skills proficiency. Further, there has been no meaningful change in the proficiency level of entering students in the 5 years that the testing program has been in place. Detailed analysis of the mathematics results indicates that very few students have a minimal understanding of basic mathematics. Among the group of 6,898 recent high school graduates who had completed a traditional college preparatory program, fewer than 4% appeared to be proficient in elementary algebra. Based upon an analysis of the results of the NJCBSPT for the past 5 years, the New Jersey Basic Skills council made a number of recommendations, including that the development of critical thinking and problem-solving skills be the underlying goal of education, and that increased emphasis be placed on reading and writing. Appendices include a description of the NJCBSPT, sample mean scores, sample test items and essays, and student data. (HB)

ED 232 717 JC 830 358

Colvert, C. C., Comp.; Baker, M. L., Comp.
Junior College Directory, 1955. Data for June 1, 1953 to May 31, 1954.
American Association of Junior Colleges, Washington, D.C.
PUB DATE- 55
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Numerical/Quantitative Data (110)
DESCRIPTIONS- Accreditation (Institutions); Adult Students; *College Faculty; College Presidents; Community Colleges; *Educational

ED 232 730 JC 830 371

Harper, William A., Ed.
Junior College Directory, 1968. Period Covering September 1966-August 1967 and Fall Enrollments for 1967.
American Association of Junior Colleges, Washington, D.C.
PUB DATE- 68
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Accreditation (Institutions); Administrators; *College Faculty; College Presidents; Community Colleges; *Educational Trends; *Enrollment; Full Time Faculty; *Full Time Students; National Surveys; Part Time Faculty; *Part Time Students; Private Colleges; Professional Associations; Public Education; Single Sex Colleges; Technical Institutes; Tuition; *Two Year Colleges; Two Year College Students
IDENTIFIERS- *American Association of Junior Colleges

Based on a survey conducted by the American Association of Junior Colleges (AAJC), this directory provides information on 912 non-profit, public and private two-year colleges in the United States and its territories, including statistics on 1966-67 enrollments, personnel, and student costs. Following material on the scope and compilation of the directory, an analysis of two-year college growth from 1961 to 1967 is presented. Next, the directory lists the colleges alphabetically by state, including the following information for each: location; chief administrative head; year organized as a junior college; type of control or affiliation; AAJC membership; state recognition or accrediting agency; programs (i.e., transfer and/or occupational); co-educational or single-sex status; October 1966 enrollment of full- and part-time freshman, sophomore, and unclassified students; October 1966, summer 1967, and October 1967 total enrollments; full- and part-time instructional and administrative faculty in 1966-67; tuition for in-district, out-of-district, and out-of-state students; and fall application deadline. Statewide enrollment summaries are then provided for all institutions and public and independent colleges, followed by tables showing distribution of size of enrollment, independent and church-related schools by type of control, and accredited schools by state. Information on changes in institutions, the AAJC, junior college organizations, and state administrators is presented in the final sections. (AYC)

following information: location; chief executive officer; telephone number; year college classes began; type of control or affiliation; AACJC membership; state recognition or accrediting agency; type of academic calendar; October 1978 and 1979 full- and part-time and total enrollment; community education enrollment in 1978-79; full- and part-time and total faculty, professional staff, and administrators as of October 1979; and tuition and fees required in 1979-80. Next, tables are presented summarizing enrollment and personnel data by state for all institutions, and for public and independent colleges. Lists of community, junior, and technical college organizations and state administrators for two-year college education, and an alphabetical listing of colleges conclude the directory. (AYC)

ED 232 743 JC 830 384

Gernhart, Jack C., Ed.
Community, Junior, and Technical College Directory, 1981. Full-Time and Part-Time Enrollments for Fall, 1979, and Fall, 1980.
American Association of Community and Junior Colleges, Washington, D.C.
REPORT NO.- ISBN-0-87117-106-6
PUB DATE- 81
AVAILABLE FROM- American Association of Community and Junior Colleges, One Dupont Circle, N.W., Suite 410, Washington, D.C. 20036 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Accreditation (Institutions); Administrators; *College Faculty; College Presidents; Community Colleges; Community Education; Educational Trends; *Enrollment; Fees; Full Time Faculty; *Full Time Students; National Surveys; Part Time Faculty; Part Time Students; Private Colleges; Professional Associations; Public Education; School Schedules; Technical Institutes; Tuition; *Two Year Colleges; Two Year College Students
IDENTIFIERS- *American Association of Community and Junior Colls

Based upon a questionnaire survey of two-year institutions conducted by the American Association of Community and Junior Colleges (AACJC), this directory provides information on 1,231 community, junior, and technical colleges in the United States and its territories, as well as 1979 and 1980 statistics on enrollments

Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Cooking Instruction; Elementary Education; *Foods Instruction; *Interdisciplinary Approach; Learning Activities; Lesson Plans; *Nutrition Instruction; Worksheets
IDENTIFIERS- *Cook Books; PF Project

Contained in this multi-curriculum guide are recipes, activities, and ideas for teaching elementary students about nutrition, foods, cooking, utensils, table setting, and cooking safety. The recipes involve the basic four food groups and may be reproduced to provide students with their own cookbooks. Recipes are divided between primary and intermediate grade levels with a different format for each level, but could be used at either level with a few adjustments by the classroom teacher. Recipe vocabularies are given for primary students. Teacher's pages suggest activities involving mathematics, science, art, social studies, language arts, and study skills. Many of the activities have student pages which may be reproduced for classroom use. Short bibliographies for a student cookbook collection and a student literature collection are given as well as a bibliography for the teacher. Names and addresses of health and food associations and a list of films are also provided. (EM)

ED 232 757 PS 013 602

Mainor, Nancy
Suggested Activities to Initiate Consumer Education in the Elementary Classroom. Centering On.
New York City Teacher Centers Consortium, NY.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 77
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Consumer Education; Elementary Education; Elementary School Mathematics; *Interdisciplinary Approach; Intermediate Grades; Language Arts; Learning Activities; Money Management; Social Studies; Worksheets
IDENTIFIERS- PF Project

This booklet of teacher-developed and teacher-tested activities and strategies draws upon the curriculum areas of language arts, mathematics and social studies. Though prepared for fourth, fifth and sixth grade students, the material is adaptable for primary grades and can be used for group activities or as individual task

Severely Retarded People.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adults; Institutionalized Persons; *Interpersonal Competence; Intervention; *Severe Mental Retardation; Socialization

A program to teach basic social skills to institutionalized severely retarded adults began with identification of those social behaviors that were most desirable and realistic. Following development of the Basic Social Skills Inventory, specific training suggestions were developed for each step of the scale. The program was field tested with two experimental and one control group of residents 16 to 50 years old. The inventory was found to be reliable and the program was found to produce significantly more new socialization skills than the control program. A highly motivated university student worked from a training manual but did not need an orientation or workshop to conduct the program. His comments describing his group and the progress they made in social skills concludes the paper. (CL)

ED 232 358 EC 152 638

Durant, Sherri Lynn
I.G.B.: An Educational Treatment Design for the Autistic Child and Adolescent.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adolescents; *Autism; Children; *Cues; *Independent Study; Job Skills
IDENTIFIERS- Individually Guided Behavior

The Individually Guided Behavior (IGB) concept was designed to help autistic children and adolescents structure their time and increase independence in work skills activities. The approach is also designed to reduce specificity of performance output, helping the child or adolescent to rely on environmental rather than teacher initiated cues for responding. Workjobs, one of three program components, features behavior training based on vocational activities that may be encountered in sheltered workshop settings

ED 232 374 EC 152 654

Terrell, Catherine
The Effects of a Systematic Study Interval, Peer Tutoring, and Mutual Behavioral Contracting on Unit Spelling Accuracy of Adolescent Learning Disabled Students.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Contingency Management; Junior High Schools; *Learning Disabilities; *Peer Teaching; *Spelling

The effects of a systematic study period, peer tutoring, and contractual consequences on the spelling performance of six junior high learning disabled students were investigated. Ss were scoring poorly or inconsistently on unit spelling tests. An intervention period of 2 to 4 weeks consisted of daily exposure to words through a peer tutor and contract contingencies. Results indicated substantial increases in accuracy of unit spelling words in all Ss. Among plausible explanations for the change in spelling performance were positive effects of peer tutoring or teacher attention. A followup study is recommended to determine which factor was most effective for the Ss' improved performance. (Author/CL)

ED 232 375 EC 152 655

Wagner, Jim
Reflective Abstraction in the Learning Disabled Child.
PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Processes; *Conceptual Tempo; Elementary Education; *Learning Disabilities; *Memory

curricular offerings at the school- and college-based levels and through the YOP are appended. A list of 58 references and a glossary of acronyms/abbreviations are also included. (SEW)

ED 232 389 EC 152 687

Del Polito, Carolyn M.
Personnel Preparation: Alliances in Health and Education.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Advocacy; Agency Cooperation; *Allied Health Occupations Education; Change Strategies; *Cooperative Programs; Curriculum Development; *Disabilities; Health Services; Higher Education; Institutional Cooperation; *Interdisciplinary Approach; *Interprofessional Relationship; Policy Formation; Professional Education; Special Education Teachers; *Teacher Education; Training Objectives
IDENTIFIERS- American Society of Allied Health Professions

Revised training programs for health and education service providers are advocated that will result in greater integration of services to disabled children. Attention is directed to curricular and training needs of professionals serving the disabled and their families, as well as the efforts of the American Society of Allied Health Professions (ASAHP) in building alliances in advocacy for disabled children. Additional concerns include the following: roles and responsibilities of allied health professionals in serving both nondisabled and disabled individuals, major barriers to interprofessional and interagency alliances, policy recommendations of a 1982 forum on alliances in health and education, and progress in implementing and promoting the forum's recommendations. Barriers to coordination are identified that pertain to: communication problems between and among professional groups, educators, service providers, consumers, and advocates; parochialism in professional training programs and in service delivery; low priority given to interdisciplinary activity in academic institutions; financial constraints; leadership issues; and governmental and regulatory issues. Policy recommendations at the national, state, and local levels are offered regarding health/education alliances to improve services to disabled children. In addition, types of data that are needed to design quality training programs are identified. Future master's program graduates, completed questionnaires to evaluate the special education program at Memphis State University. In addition, 26 supervisors and 70 graduates were interviewed. Results revealed that 10 program components were found to be very important or essential for special educators by all participants. The preparation that students received from the program was rated as "better than adequate" to "good." Primary strengths of the preparation were in assessment techniques, behavior and classroom management methods, and knowledge of characteristics of exceptional learners. Relative weaknesses were in interactions with families, teachers, and administrators and in use of community resources. No differences were found in the ratings by supervisors and graduates of either the undergraduate or graduate program. (CL)

ED 232 405 EC 160 006

"I Can Do That!" Arts for the Handicapped: Trainer's Manual.
California State Dept. of Education, Sacramento. Div. of Special Education.
SPONS. AGENCY- National Committee, Arts for the Handicapped, Washington, D.C.
PUB DATE- 82
AVAILABLE FROM- California State Department of Education, Publication Sales, P.O. Box 271, Sacramento, CA 95802 ($6.50, plus sales tax for California residents).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Art Activities; *Disabilities; *Drama; Elementary Secondary Education; Inservice Teacher Education; *Music Activities; *Visual Arts; Workshops

The manual presents nine workshop formats in dance, music, visual arts, and drama designed to introduce special education teachers to the value of arts for the handicapped. Each workshop begins with a brief introduction, describes activities that may be adapted to the classroom and to special populations, and explains the activities' purposes and rationale. Information on materials, resources, and logistics for conducting the workshop is also provided. The workshop facilitator is also directed to ways in which to prepare for the advanced workshops. Glossaries and a list of resources are provided for visual arts, music, drama and dance. (CL) of the parents and the community, leisure activities, finance, and regional and international cooperation. (CL)

ED 232 421 EC 160 030

Class Size Survey.
National Education Association, Washington, D.C.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Class Size; *Disabilities; Emotional Disturbances; Hearing Impairments; Language Handicaps; Mental Retardation; National Surveys; Severe Disabilities; *Special Education; Speech Handicaps; Visual Impairments

A survey of special education class size completed by 70% of the states resulted in tables depicting class size guidelines for a number of types of handicapping conditions: hearing impairments, multiple handicaps, mental retardation, orthopedic handicaps, profound handicaps, serious emotional disturbance, speech/language disability, and visual handicaps. Some states reported a range of class size, with the lower number representing younger students and the upper number representing older students. Average class size for hearing impaired/deaf was 8, multihandicapped 8, mentally retarded 11, orthopedically handicapped 10, profoundly handicapped 6, seriously emotionally disturbed 8, speech and language disabled 10, and visually handicapped/blind 9. The survey form is appended. (CL)

ED 232 422 EC 160 031

Clay, James E., Comp.
A Mainstreaming Resource Guide: An Abstract Bibliography.
Alabama A and M Univ., Normal.
PUB DATE- Dec 82
GRANT- G008101946
LANGUAGE- English

DESCRIPTIONS- *Course Evaluation; *Educational Radio; *Educational Television; Foreign Countries; Learning Modules; Multimedia Instruction; *Second Language Instruction; *Student Attitudes; Student Characteristics

IDENTIFIERS- *Ireland; *Irish (Modern)

The attitudes, expectations, and reactions of students taking a new multimedia Irish language course offered in 1982 by Ireland's Radio Telefis Eireann were surveyed. The course "Anois is Aris," is intended for adults who have never spoken Irish and is suitable for beginners as well as those who have studied Irish at school. The 20-week course includes a television program broadcast, a complementary radio program, and a course book. Of the 171 participants who completed a precourse questionnaire, 167 completed at least one journal questionnaire, which provides information on use of the learning package and learning outcomes. Information is provided on participants' background (age, sex, geographic origin and nationality, occupation, family life, leisure-time pursuits, and general education experience). The participants' language in the home, previous experience of learning Irish, and experience of learning languages other than Irish were also documented, along with the participants' intentions and expectations with regard to the course and their future use of Irish. With regard to the learning experience, information is presented on the following: (1) rates at which respondents used the different elements in the "Anois is Aris" package, (2) rates of private study, (3) week-by-week contact with and use of Irish other than during the course, (4) what respondents most enjoyed about different course units and other reactions to the course, (5) individual learning targets that caused difficulties, and (6) feedback from course dropouts. Questionnaires are appended. (SW)

ED 232 438 FL 013 791

Tesseneer, Susan Wyman

Developing Community Awareness.

PUB DATE- May 81

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTIONS- College Students; Community Attitudes; *Community Organizations; *Cultural Awareness; *Foreign Students; Higher Education; Surveys

San Diego City Schools, CA. Intercultural Language Program.
PUB DATE- 80
LANGUAGE- Spanish
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Curriculum Guides; Educational Objectives; *Immersion Programs; Language of Instruction; Learning Activities; Lesson Plans; *Mathematics Instruction; Primary Education; Second Language Instruction; *Spanish

A teacher's manual was developed for an elementary level mathematics course in Spanish as part of an immersion program for English speaking children. The Level A manual is designed for kindergarten and grade 1 pupils. Teaching procedures, conceptual objectives, vocabulary, and structures are included. Activities are designed to teach either Spanish language or mathematical concepts. It is suggested that the teacher should first determine what language is needed to learn a specific concept, and then teach the language in either a math or a non-math setting. (RW)

ED 232 456 FL 013 830

Duron, Dolores, Ed.; And Others
Matematicas: Nivel E (Mathematics: Level E).
San Diego City Schools, CA. Intercultural Language Program.
PUB DATE- 80
LANGUAGE- Spanish
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Curriculum Guides; Educational Objectives; Elementary Education; Grade 4; *Immersion Programs; Language of Instruction; Learning Activities; Lesson Plans; *Mathematics Instruction; Second Language Instruction; *Spanish

A teacher's manual was developed for an elementary level mathematics course in Spanish as part of an immersion program for English speaking children. The Level E manual is designed for grade 4 pupils. Teaching procedures, conceptual and language objectives, vocabulary, structures, and learning activities are included. Activities are designed to teach either Spanish language or mathematical concepts. It is recommended that the teacher should first determine what language is needed to learn a specific concept, and then teach the language in either a math or a non-math setting.

certification programs, including pilot programs, certification endorsement standards, institutes, and the graduate degree plan in bilingual education; (2) an outline of a plan to meet teacher supply needs in response to a state Senate bill; (3) tables presenting data from surveys dealing with school population, certified bilingual education teachers and English as a second language (ESL) teachers needed for staffing state-funded programs in 1981-82, areas of current and future teacher shortage, and projections of teaching areas and assignments; (4) an outline of a recruitment plan to meet teacher supply needs for bilingual education and ESL programs; and (5) 9 State Board of Education recommendations designed to recruit and educate the teachers necessary to staff bilingual and ESL programs. Appendices include listings of Texas colleges and universities with graduate bilingual and ESL programs, and sections of statutes enacted by the Texas State Legislature. (AMH)

ED 232 473 FL 013 849

Rankis, Olaf E.; Beebe, Steven A.
Verbal Organizing Ability: Difference among Monolinguals, Bilinguals, and Multilinguals.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Bilingualism; Cognitive Processes; Comparative Testing; Higher Education; Individual Differences; *Language Processing; *Monolingualism; *Multilingualism; *Verbal Ability

The verbal organizing abilities of the bilingual, multilingual, and monolingual, as measured by four subscales of the Goyer Organization of Ideas Test (GOIT), were investigated. A total of 163 subjects from 5 universities having high populations of multilingual students were administered the GOIT. Bilinguals were not as effective on the sequential tasks as monolinguals. Other results supported the view that bilinguals may be better equipped to organize, retrieve, and restructure verbal information because of their analytically oriented cognitive style. Females were more effective than males on component relationship organizing tasks. Multilingual females were the most effective across all measures. Speakers of Romance languages were markedly superior to either monolinguals or speakers of second languages of a non-Romance type. It may be that certain languages, because of their structure, have the potential to educational competition, economic stress, and cultural pluralism is discussed. It is suggested that the task confronting the Christian colleges today is the achievement of excellence in both piety, learning, and educational service. After considering the fundamentals of Christian belief and the rule of faith and academic freedom, the goals of liberal education and the thoughts of John Henry Newman, John Dewey, and Alfred North Whitehead are examined. The task of the Christian college is distinguished in terms of cognitive and affective goals, and the cultivation of maturity. Attention is also directed to the Christian college and general education, specialized education, education in values, the functions of the college teacher, the vocation of the Christian teacher, admission policies, student personnel administration, rights and responsibilities of students, the functions of the college administration, the cult of efficiency, the federal interest in higher education, sectarianism and tax support, enforcement of federal regulations in education, ideology in an age of pluralism, the need for the application of a rational method for considering moral and religious questions, and the faith of a Christian scholar. (SW)

ED 232 490 HE 015 893

Brown, William R.
Academic Politics.
PUB DATE- 82
AVAILABLE FROM- The University of Alabama Press, P.O. Box 2877, University, AL 35486 ($17.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Academic Freedom; *Collective Bargaining; College Administration; *College Faculty; Contracts; Departments; Employment Practices; Faculty College Relationship; *Governance; Higher Education; Political Power; *Power Structure; *Professional Autonomy; Teacher Administrator Relationship; Teacher Attitudes; Teaching Conditions; Unions

The internal politics of colleges and the influence of a current emphasis on efficiency on the traditional independence of the academician are analyzed. It is suggested that the academician does not work in the same differentiated, and therefore interdependent, way as someone in industry or a bureaucracy. Academic activity is

AVAILABLE FROM- Northwestern University, Placement Center, Evanston, IL 60201 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Bachelors Degrees; *Business; Business Cycles; *College Graduates; Demand Occupations; *Economic Climate; *Employment Opportunities; Employment Projections; Higher Education; *Industry; Masters Degrees; Occupational Information; *Personnel Needs; Recruitment; Salaries

Policy and practice in the employment of college and university graduates in business and industry were investigated in 1982 with a sample of 251 well-known companies. All but a few were national, large or medium-sized corporations representing 29 states and Washington, DC. Almost half of the respondents stated that business was worse in 1982, 25 percent saw improvement, and 20 percent stated it had not changed from 1981. Projections of respondents regarding 1983 business, and external factors that might lead to a better/worse market were cited. Fifty-four percent of the corporations said that they were going to recruit fewer bachelor graduates and 34 percent said cuts would be made in master's recruiting. About 36 percent said they were going to hire more bachelor's graduates and 18 percent will be increasing their master's hiring. The demand for engineers and computer scientists and salaries for different professionals at the bachelor's and master's levels are cited. Views were also expressed regarding: the cutback in federal aid to college students and its effect on their corporation's ability to recruit graduates, the candidate's need for information about the corporation, the company's need to lay off graduates they recently hired, and relationships between companies who are hiring and the college. (SW)

ED 232 505 HE 016 367

Hill, William C.
Student Perceptions of Advanced Studies: A Research to Date Summary.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Degree Requirements; *Departments; *Graduate Study; Higher Education; Student Adjustment; *Student Attitudes; Student Evaluation; *Student Teacher Relationship; Teacher Role

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrator Attitudes; *Administrator Characteristics; *Administrator Qualifications; *College Administration; Communication Skills; Higher Education; *Individual Characteristics; Interpersonal Competence; *Leadership Qualities

The skills that academic leaders perceived to be essential to success in higher education administration were determined through a mail survey. Data were collected from 288 college presidents, academic vice presidents, and deans from state universities and land-grant colleges. It was found that the administrators needed to have strong skills in the communicative, human resource, planning, and self-awareness domains. The skills ranked most essential in the order of importance, include the following: (1) maintaining high standards of ethics, honesty, and integrity in implementing the institution's goals; (2) being honest, open, and dependable in dealing with subordinates; (3) possessing the ability to speak, read, write, and express thoughts in a clear, coherent manner; (4) demonstrating knowledge of institutional resources such as time, personnel, funds, and materials to implement programs; (5) being open to new ideas and suggestions and being able to adjust to meet new situations; (6) possessing stability and objectivity under stress; and (7) being able to respond quickly to unexpected events in large group meetings. Information is provided on the skills ranked least essential to higher education administration and the personal and professional characteristics of the respondents. (SW)

ED 232 520 HE 016 413

Geographic Origins of First-Time Students, Fall 1980 and Fall 1981.
State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.
REPORT NO.- OIR-3-83
PUB DATE- May 83
AVAILABLE FROM- Office of Institutional Research, State University of New York, Albany, NY.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- *College Freshmen; *Enrollment Trends; Full Time Students; *Geographic Distribution; Higher Education; *In State Students; Out of State Students; *Place of Residence; *State

Education
IDENTIFIERS- *United States (South)

Progress made by southern states in meeting the need for quality in education is described, and priorities for further actions are identified. In 1981 the Southern Regional Education Board (SREB) offered 25 recommendations to move the South beyond minimum levels toward quality education. Major progress was made with regard to the following: raising high school academic standards and graduation requirements, raising college admissions standards, tightening teacher selection standards, and achieving college-high school cooperation toward mutual objectives. One priority for the future--improving the quality of teachers beyond minimum standards--may be achieved through: rewards for excellence, teacher education programs, teacher certification, reciprocity agreements, and continuing education of teachers. Additional priorities that need to be addressed are: selecting principals who are leaders, strengthening mathematics and science in the schools, and preparing youth for work. Units of high school work recommended or required for college admission in seven states are identified for: Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, and South Carolina. Information is included on policies on teacher testing and assessment in the 14 SREB states, and 20 additional recommendations are offered. (SW)

ED 232 535 HE 016 432

Prather, James E.; And Others
Experimental Models and Decision Making: Measuring the Effectiveness of Actions to Increase General Enrollments.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Attendance; *Dropouts; *Educational Benefits; *Enrollment Influences; Higher Education; Institutional Research; *Letters (Correspondence); Student College Relationship; *Student Recruitment

The effectiveness of an administrative technique that sought to persuade students to reapply to college after dropping out for 1 year was tested. A sample of 1,620 students who were eligible for readmission were mailed two different types of letters from the university regarding possible reenrollment. One of these letters

on 44 characteristics. The data confirm previous findings that underemployment among college graduates is widespread, both in terms of the skills actually utilized by their jobs, and in terms of subjective assessments. While neither women nor blacks were disproportionately underemployed, white males retained a distinct advantage in terms of earned income. Higher levels of income were obtained by those attending private universities, and engineering and business majors earned the most money. Finally, characteristics that were found to be related to underemployment indicated a mismatch between higher education and jobs available for college graduates. (SW)

ED 232 550 HE 016 471

Phelan, Thomas James; Phelan, Jo Carol
A Comparative Study of College Impacts on Human Outcomes. ASHE 1983 Annual Meeting Paper.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Blacks; *College Graduates; Educational Background; *Education Work Relationship; Graduate Surveys; Higher Education; *Income; Individual Characteristics; *Job Satisfaction; *Life Satisfaction; Racial Differences; Sex Differences; *Social Attitudes
IDENTIFIERS- *ASHE Annual Meeting

The impact of multiple aspects of college education on measures of earnings, life satisfaction, job satisfaction, and liberalism-conservatism was studied. The college variables examined were college type, field of major, and academic performance. Attention was also directed to the role of income attainment in shaping attitudes, and underlying developmental processes that might link higher education and individual background to each life domain. The following background variables were assessed: parents' education and income, population of home town, and high school grades. Data were obtained from 9,039 respondents who participated in the 1977 followup of the 1970 Cooperative Institutional Research Program. College and individual variables were found to affect earnings attainment and liberalism-conservatism, but did not affect later job and life satisfaction. Being male and majoring in business or engineering were characteristics linked to higher earnings, while being black and coming from a larger city were important each of the 19 academic programs on nine criteria; and to target future resource allocations to program changes. Attention is directed to the following issues that may affect how evaluative information is linked to programmatic decisions: stages of the evaluation process, a distinction between the reasons and motives for the evaluation, involvement of the participants/decision-makers in the evaluation process, communication of the results, organizational setting, recognition of the subjectivity of the evaluation, and the role of the institutional researcher. A list of evaluation criteria, an evaluation form, and a bibliography are appended. (Author/SW)

ED 232 565 HE 016 488

Michael, Robert O.; Shaffer, Kay L.
Fulfilling the University Mission through a Computer-Based Career Information System. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Career Planning; College Role; *Computer Oriented Programs; *Decision Making; Elementary Secondary Education; Employment Patterns; Feedback; Information Needs; *Information Systems; Models; *Occupational Information; Persistence; Postsecondary Education; Social Services; State Universities; *Student Attrition; Systems Approach
IDENTIFIERS- *AIR Forum; Georgia Career Information System; *Georgia State University

The development and use of a computer-based career system at Georgia State University to provide occupational and educational information to current and potential university constituents is discussed. The delivery areas and activities of the Georgia Career Information System (GCIS) are analyzed through the reduction model, a general systems model developed for evaluating program attrition patterns. This analysis creates a matrix of questions directed toward identifying information and services. The questions can be grouped into four basic categories: type of decision (e.g., continuation, withdrawal); type of individual; circumstances surrounding the decision; and system response. Specifically, decision feedback questions (i.e., the issue matrix) help to identify the existing or potential paths of individuals through reliability procedure available through the Statistical Package for the Social Sciences. The reliability estimate requires little computation, since the mean square values necessary to calculate the estimate may be obtained directly from analysis of variance tables. Since the approach is based on the internal-consistency of raters' responses, only one administration of the instrument is necessary. The major problem in using the proposed approach centers on the treatment of missing data. A bibliography is appended. (SW)

ED 232 580 HE 016 504

Bingman, Richard M.
Use of Student Evaluations to Improve Instruction. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Higher Education; *Inservice Education; Institutional Research; *Instructional Improvement; *Student Evaluation of Teacher Performance; *Teacher Effectiveness; *Teaching Assistants; *Teaching Skills
IDENTIFIERS- *AIR Forum

A pilot project designed to link more effectively instructional improvement to student evaluation was undertaken at The University of Missouri at Kansas City. Attention was focused on graduate teaching assistants (GTAs) in seven academic units. Students rated their GTA instructors, and interpretations of the evaluation results were provided to a sample of the GTAs. At the same time, the GTAs were provided followup assistance to help improve their instructional practices (i.e., seminars on how to improve lecturing, set objectives, utilize feedback, and design tests). A comparison group of GTAs received a printout of the data analysis, but no followup interpretation or training services. A pre-post (ex post facto) experimental design was utilized to compare student evaluations for 1 year for five experimental group GTAs and seven comparison group GTAs. The results indicate that the provision of interpretations of student ratings and followup assistance were effective in reaching six of seven objectives. Implications and future issues for colleges and universities using student reactions for general staff improvement, peer-tutorial, and supplemental programs are discussed. (Author/SW) situations. The final step involves the use of a pairing method in situations where apparent inequity has been flagged. The main advantage of AID is its ability to detect interactions among variables. The application of the AID program was faculty data for 1979-1980 through 1981-1982 indicated that field was the most explanatory predictor of salary. Since most of the female faculty were in the fields having the lower salaries, the all-university average salary for females was lower than that of the male faculty. However, within fields there were still differences between salary averages. Race, ethnic origin, or sex were not selected as significant predictors of salary. (SW)

ED 232 595 HE 016 519

Roge, Jean; Pion, Georgine
Characteristics of and Strategies for Information Systems on Faculty Resources: A Case Study. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; *Computer Oriented Programs; Databases; *Financial Support; Higher Education; Information Needs; *Information Systems; *Program Development; Program Implementation; *Researchers; *Research Opportunities; Research Projects
IDENTIFIERS- *AIR Forum

A computerized system on faculty research interests and activities, which was developed by an academic health sciences center, is described. The objective of the information system is to better match faculty capabilities with potential funding opportunities. The case study is designed to assist other institutions by outlining the characteristics of the system and the procedures to be undertaken for developing databases in this area. Consideration of these characteristics and strategies should help ensure that the resulting information systems are easily and quickly implemented, require minimal financial resources, are readily accessible by all approved users, and can respond to different types of requests from both faculty and campus administration. The following strategies for the successful development and implementation of a system include: consensus on the current and anticipated needs for the data; identification of the specific data items required to meet these needs; prior planning with all parties involved in designing, faculty-student ratio, and the average faculty salary. Data for the study were obtained from the 1979-1980 Higher Education General Information Survey. The study population was 319 public two-year colleges, 189 of which had faculty bargaining units and 130 of which did not have faculty bargaining. Findings include the following: both groups of institutions devoted the majority of expenditures to instructional costs; faculty at colleges with unions earned a higher average salary and taught fewer students than faculty in similar institutions without unions -- this resulted in a higher cost of instruction at colleges with unions; institutions with collective bargaining raised a greater percentage of their revenues from tuition and fees and state and local appropriations, while nonunion colleges received higher percentages from grants, gifts, contracts, and endowment income. (SW)

ED 232 610 HE 016 576

Finkelstein, Martin; Farrar, David
The Adaptation of Four Year Undergraduate Colleges to Current Fiscal and Enrollment Pressures: An Exploration of Critical Event Cycles at Seventeen Campuses. ASHE 1983 Annual Meeting Paper.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Change Strategies; College Curriculum; *College Presidents; Declining Enrollment; *Enrollment Trends; *Financial Problems; Higher Education; *Institutional Characteristics; Leadership Responsibility; *Organizational Change; Student Characteristics; Teacher Characteristics; Trend Analysis; Undergraduate Study
IDENTIFIERS- *ASHE Annual Meeting

The results of analyzing institutional change profiles for 17 four-year undergraduate colleges are discussed. Using critical event cycles as a unit of analysis, attention was focused on distinctive patterns of institutional adaptation. Based on site visits, a list of 33 critical events at the 17 campuses was developed, from which 13 critical event cycles were identified. The most pre-emptive pattern associated with organizational change (in 6 of the 17 colleges) was the prominence of the enrollment shortfall followed by the presidential shake-up cycle. All of the colleges experienced a financial crisis in the early 1970s, precipitated largely by

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Programs; Drills (Practice); Elementary Education; Junior High Schools; Microcomputers; *Spelling Instruction; *Word Lists
IDENTIFIERS- Apple II; Courseware Evaluation; Microcomputer Software and Info for Teachers; PF Project; Software Evaluation; *Software Reviews

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT (Except for the Evaluation Summary Table): VERSION: Copyright 1981. PRODUCER: Advanced Learning Technology, Inc., 4370 Alpine Road, Portola Valley, CA 94025. EVALUATION COMPLETED: January, 1983 by the Oakland ISD, Pontiac, Michigan. COST: $45.00. ABILITY LEVEL: Grades 1 to 8. SUBJECT: Language Arts. TOPIC: Spelling. MEDIUM OF TRANSFER: 5-1/4" flexible disk. REQUIRED HARDWARE: Apple II, 48K, single disk, color monitor recommended. REQUIRED SOFTWARE: Applesoft, DOS 3.3. INSTRUCTIONAL PURPOSE: Standard instruction, enrichment. INSTRUCTIONAL TECHNIQUES: Drill and practice, authoring. DOCUMENTATION AVAILABLE: In the program--program operating instructions and student's instructions. In the supplementary materials--suggested grade/ability level(s), instructional objectives, sample program output, teacher's information, and student's instructions. INSTRUCTIONAL OBJECTIVES: (STATED) To increase the users skills in spelling. INSTRUCTIONAL PREREQUISITES: None. CONTENT AND STRUCTURE: Adventure combined with spelling drill and practice with clear directions for use. ESTIMATED STUDENT TIME REQUIRED: 20 minute sessions. POTENTIAL USES: Introduce disk to whole class to explain how it operates. Make up student assignment sheets including title of list, place for student name, and the date, the list of words and a place to enter the student's progress report. Student would be given assignment sheet and sent to media center to use program. Upon completion of program, student would return assignment sheet to teacher for evaluation and follow-up. This would be an excellent program for correlating vocabulary from other subject areas. Program provides an excellent means for classroom teacher to enter his or her own list of spelling or other words in which review of spelling is needed. Students find the format very motivational. It is very easy to enter a list of words. MAJOR STRENGTHS: The program is simple to use, especially entering a list of the teacher's choosing. The program is appealing to students. It has many possibilities for use in all subject areas. Input of the teacher's own words into program is allowed, making the program very relevant. It is very easy to enter a list of words. Appropriate clues are available to assist students having difficulty. The letters are large and easy to read. A review of the word list is provided before the activity begins. MAJOR WEAKNESSES: None cited. EVALUATION SUMMARY: Evaluators indicate they would use or recommend use of this package with little or no change. (Author) appropriate materials for students is a real plus! By following directions in the program and reading the documentation carefully, the process is very easy. The record keeping for students is a strong point in that it tells not only how many were missed, but exactly what was missed. MAJOR WEAKNESSES: The program does not allow for capital letters in responses, so the student could not use proper nouns. The rewards are not particularly exciting, and would seem not to be a motivator in themselves. EVALUATION SUMMARY: Evaluators indicated they would use or recommend use of this package with little or no change. (Author)

ED 232 634 IR 020 022

Word Search. MicroSIFT Courseware Evaluation.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Programs; Elementary Education; Microcomputers; *Puzzles; *Teacher Developed Materials; *Word Recognition
IDENTIFIERS- Apple (Computer); Courseware Evaluation; Microcomputer Software and Info for Teachers; PF Project; Software Evaluation; *Software Reviews

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT (Except for the Evaluation Summary Table): VERSION: 1981. PRODUCER: Hartley Courseware, Inc., Box 431, Dimondale, Michigan 48821. EVALUATION COMPLETED: January, 1983 at the Clackamas County ESD in Milwaukie, Oregon. COST: $26.95. ABILITY LEVEL: Grades 2-6. SUBJECT: Language Arts. MEDIUM OF TRANSFER: 5-1/4" flexible disk, protected. REQUIRED HARDWARE: Apple, 48K, printer, 1 disk drive, monitor. REQUIRED SOFTWARE: Applesoft, DOS 3.3 or 3.2. INSTRUCTIONAL PURPOSE: Authoring. DOCUMENTATION AVAILABLE: In supplementary materials--program operating instructions, and teacher's information. INSTRUCTIONAL OBJECTIVE: (INFERRED) To provide a means for teachers to generate their own word searches. INSTRUCTIONAL PREREQUISITES: None stated. CONTENT AND STRUCTURE: Program allows teacher to enter a series of words (22 maximum) to create a Wordsearch to the specifications of the user. Words can be hidden by overlapping letters or by spelling forward, backward, and/or diagonally. The words are printed with the search and a solution is printed if requested. POTENTIAL USES: Word Search produces puzzles normality of the unknown solution. ESTIMATED STUDENT TIME REQUIRED: Twenty minutes. POTENTIAL USES: This package can be used as a pre-lab for students to perform before doing an actual titration experiment in the laboratory. It could also be used by an instructor for purposes of demonstration. MAJOR STRENGTHS: The computer responses are "friendly," and the activities involve students in appropriate ways. MAJOR WEAKNESSES: The terms "acid solution" and "basic solution" need to be added to the definition sheet. EVALUATION SUMMARY: Evaluators indicate they would use or recommend use of this package only if certain changes were made. (See Major Weaknesses.) (Author)

ED 232 644 IR 020 034

Guidelines for Off-Air Recording of Broadcast Programming for Educational Purposes.
Television Licensing Center, Wilmette, IL.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Broadcast Television; *Copyrights; Guidelines; *Legal Responsibility; *Programing (Broadcast); Standards; *Videotape Recordings
IDENTIFIERS- *Off the Air Recordings; PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: In March of 1979, Congressman Robert Kastenmeier, Chairman of the House Subcommittee on Courts, Civil Liberties and the Administration of Justice, appointed a Negotiating Committee consisting of representatives of education organizations, copyright proprietors, and creative guilds and unions. The following guidelines reflect the Negotiating Committee's consensus as to the application of "fair-use" to the recording, retention and use of television broadcast programs for educational purposes. They specify periods of retention and use of such off-air recordings in classrooms and similar places devoted to instruction and for homebound instruction. The purpose of establishing these guidelines is to provide standards for both owners and users of copyrighted television programs. 1. The guidelines were developed to apply only to off-air recording by nonprofit educational institutions. 2. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained by a

Simmons Coll., Boston, Mass. School of Library Science.
SPONS. AGENCY- Office of Libraries and Learning Technologies (ED), Washington, D.C.
PUB DATE- Sep 82
CONTRACT- 300-81-0018
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; *Consumer Education; *Consumer Science; Formative Evaluation; *Information Networks; *Information Services; *Library Networks; Models; Organizational Effectiveness; Reference Services; *Research Methodology
IDENTIFIERS- *Consumer Information

A study was conducted in order to examine the current state of the art in library network delivery of consumer information services and to develop an assessment model for the effectiveness of network delivery of citizens' information. Based on a comprehensive survey of 620 library networks, typologies for both library and non-library networks providing consumer information services were formulated. With the assistance of an advisory group consisting of experts in both library and non-library network activities, a conceptual model was developed for evaluating the effectiveness of information networks in providing consumer information. The model consisted of research questions organized into 13 areas of consideration, and an interview guide was developed for testing and refining the model. Five library and four non-library networks providing consumer information services were selected for in-depth case analyses. These analyses, which were derived from the interview guide, reflected the history and present status of the networks, as well as the short-term and long-term concerns of network staff on the provision of consumer information services. Major similarities and dissimilarities among the networks were evident; the findings of the case analyses were used to modify the original assessment model. The methodology and results of the study are briefly presented in this summary final report. (Author/ESR)

ED 232 659 IR 050 287

Anderson, James D.
Education and Training in Indexing for Document and Information Retrieval: Featuring a Classification of Indexing Concepts and Procedures, A Bibliography of Textbooks Used in Indexing Courses, and Descriptions of Courses, Workshops and Seminars Offered in the

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Librarians; Library Cooperation; *Library Education; *Library Networks; Library Science; *Lifelong Learning; Policy Formation; *Professional Continuing Education; *Staff Development

Initially prepared for use by teams of state library agency and library-media and information science association and education program representatives participating in the 1979-1980 CLENE/USOE Institute, "Statewide Systems of Continuing Education: New Directions," this paper was revised to expand its potential use beyond participating states. It is designed to stimulate team action planning and to assist teams in considering issues and methods presented during the institute and relating them to their own region, in considering future directions for continuing library education, and in determining future action. Four sections (each containing an introduction, directions and a series of questions) cover: (1) clarifying terms and understanding; (2) describing a present continuing education system; (3) deciding what kind of system is desirable; and (4) planning for change. The workbook can be used alone or in conjunction with the "Continuing Education Planning Inventory: A Self-evaluation Checklist," which was created during the first CLENE Institute in statewide systems of library education. While designed for group situations, it can also be used by individuals. A 10-item annotated bibliography is included. (LMM)

ED 232 674 IR 050 318

Crowe, Linda, Ed.; Shaevel, Evelyn, Ed.
Cooperative Seminar for School and Public Librarians Working with Young Adults. Final Report.
Illinois State Library, Springfield.
PUB DATE- Apr 80
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Adolescents; Elementary Secondary Education; *Library Cooperation; *Library Services; Program Descriptions; Program Evaluation; *Public Libraries; *School Libraries; Secondary Education
IDENTIFIERS- *Illinois

information in order to produce a variety of permuted index displays. The basic unit of the NETPAD system is a subnetwork (a description of a single document) containing a set of concept nodes (author, title, date, subject term(s), etc.) and a set of links (conceptual relations) between concept nodes. This manual has been prepared as a self-instructing tool for beginning or experienced indexers, NETPAD users, and researchers. It is noted that previous training in library science or indexing is not necessary to use the manual. Following introductory material, the manual covers: (1) the equipment needed to use NETPAD; (2) start-up procedures; (3) system commands; (4) inputting, editing, and sorting subnetworks; (5) displaying subnetworks in table form; (6) storing subnetworks; (7) clearing the workspace; (8) retrieving subnetworks; (9) deleting subnetworks; (10) generating permuted index entries; (11) customizing permuted index displays; (12) maintaining the inverted index file; (13) producing hard copies; (14) standardizing index terms; (15) generating facet printouts; (16) using index productivity aids; and (17) exiting from NETPAD. A summary of commands concludes the manual. (ESR)

ED 232 689 IR 050 337

Gotanda, Masae; And Others
Public Library Automation Report: Circulation and Appendix.
Hawaii State Dept. of Education, Honolulu. Office of Library Services.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Cataloging; Check Lists; Flow Charts; Library Administration; *Library Automation; *Library Circulation; Library Cooperation; *Library Networks; Library Planning; Library Technical Processes; *Online Systems; Program Descriptions; Public Libraries; School Libraries; State Libraries; State Programs; *Statewide Planning; Tables (Data)
IDENTIFIERS- *Digital Equipment Corporation; *Hawaii

An online circulation system--ULISYS (the Universal Library System Ltd.) manufactured by Digital Equipment Corporation (DEC)--is being installed in the Hawaii State Library, Kaneohe Regional Library, Kailua Community Library and Waimanalo Community/School Library. These libraries are the first users of a statewide online circulation system intended to eventually serve all of Hawaii's

AVAILABLE FROM- Systems and Procedures Exchange Center (SPEC), Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Avenue, N.W., Washington, DC 20036 (ARL members, $7.50; non-members, $15.00. All orders to be prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Academic Libraries; *Fees; Higher Education; *Interlibrary Loans; *Library Cooperation; *Library Networks; Library Services; Library Surveys; Online Systems; Position Papers; Questionnaires; Records (Forms); *Research Libraries; State Federal Aid

During the summer of 1982, the Association of Research Libraries (ARL) surveyed its members regarding their interlibrary loan (ILL) traffic and procedures. A response rate of 97% (110 out of 113 libraries surveyed) was obtained. The survey concentrated on loan charges and changes since a similar 1976-77 survey. It was found that 33% of respondents charge for interlibrary loans, that 80% are willing to delete ILL charges for other ARL libraries, that 52% receive subsidies for ILL activities, that access to online systems has revolutionized portions of the ILL process, and that network and consortia interlibrary agreements have increased to an average of 3.9 per library. Following the survey report, sample questionnaires from 1982 and 1976 are provided, as well as a summary of cost recovery and cost factors, and a partial list of special interlibrary loan agreements. Then a series of sample ILL documents from ARL libraries are presented, including 11 policy and procedure statements, 4 examples of user materials, and 7 documents on cooperative agreements and network services. A concise summary of issues and trends related to interlibrary lending, a seven-item bibliography, and an evaluation sheet for this ARL Systems and Procedures Exchange Center (SPEC) kit are also provided. (ESR)

ED 232 703 IR 050 363

Berry, Irma
The Long Range Plan for Statewide Library Development in Texas, 1984-1986.
Texas State Library, Austin.
PUB DATE- Feb 83
LANGUAGE- English

Trends; *Enrollment; Full Time Faculty; *Full Time Students; National Surveys; Part Time Faculty; *Part Time Students; Private Colleges; Professional Associations; Public Education; Single Sex Colleges; Technical Institutes; *Two Year Colleges; Two Year College Students
IDENTIFIERS- *American Association of Junior Colleges

Based on data collected by the American Association of Junior Colleges (AAJC), this directory provides information on 598 junior colleges in the United States and its territories, Canada, and other selected countries for 1953-54. Following introductory material on the scope of the directory, tables provide statewide summaries of the following data for all junior colleges, and for public and private junior colleges: number of colleges, AAJC membership, student enrollments, and numbers of full- and part-time faculty. Next, the directory lists the colleges alphabetically by state, providing the following information for each: location; administrative head; AAJC membership; state recognition or accrediting agency; type of control or affiliation; co-educational or single-sex status; date founded; enrollments for 1953-54 broken down by freshman, sophomore, or unclassified status, adult enrollments, and full- or part-time status; and full- and part-time faculty members. The following sections provide a list of individual AAJC members; an alphabetical listing of junior colleges; a directory of national and regional junior college organizations; and a directory of junior college honorary societies and social organizations. Finally, an analysis of junior college growth reviews changes in the number of colleges and enrollments, the size and location of colleges, faculty numbers, types of colleges and forms of control, and accreditation agencies. (HB)

ED 232 718 JC 830 359

Bogue, Jesse, Ed.
Junior College Directory, 1956. Data for June 1, 1954 to May 31, 1955.
American Association of Junior Colleges, Washington, D.C.
PUB DATE- 56
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Accreditation (Institutions); Adult Students; *College Faculty; College Presidents; Community Colleges; Educational Trends;

ED 232 731 JC 830 372

Harper, William A., Ed.
Junior College Directory, 1969. Period Covering September 1967-August 1968.
American Association of Junior Colleges, Washington, D.C.
PUB DATE- 69
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Accreditation (Institutions); Administrators; *College Faculty; College Presidents; Community Colleges; *Enrollment; Full Time Faculty; *Full Time Students; National Surveys; Part Time Faculty; Part Time Students; Private Colleges; Professional Associations; Public Education; Single Sex Colleges; Technical Institutes; *Two Year Colleges; Two Year College Students
IDENTIFIERS- *American Association of Junior Colleges

Based on a survey conducted by the American Association of Junior Colleges (AAJC), this directory provides information on 993 community, junior, and technical colleges and two-year branch campuses in the United States and its territories, and AAJC members in other countries, including statistics on 1967-68 enrollments, personnel, and student costs. Following material on the scope of the directory, an analysis of two-year college growth from 1961 to 1968 is presented. Next, the directory lists the colleges alphabetically by state, including the following information for each: location; chief administrative head; year organized as a junior college; type of control or affiliation; AAJC membership; state recognition or accrediting agency; programs (i.e., transfer and/or occupational); co-educational or single-sex status; October 1967 enrollment of full- and part-time freshman, sophomore, and unclassified students; October 1967, summer 1968, and October 1968 total enrollments; full- and part-time faculty and administrators in 1967-68; and tuition per academic year for in-district, out-of-district, and out-of-state students. Statewide enrollment summaries are then provided for all institutions and for public and independent colleges, followed by tables showing distribution by size of enrollment, independent and church-related schools by type of control, and accredited schools by state. Changes in institutions since the previous year, information on AAJC, junior college organizations, and state administrators of two-year college education are covered in the final sections. (AYC)

and personnel for each. Following introductory material on the compilation of the directory, a data summary, suggestions for interpreting the data, and a list of changes in institutions since the previous year are presented. Next, the directory lists each two-year college alphabetically by state or country and provides the following information: location; chief executive officer; telephone number; year college classes began; type of control or affiliation; AACJC membership; state recognition or accrediting agency; type of academic calendar; October 1979 and 1980 full- and part-time and total enrollment; community education enrollment in 1979-80; full- and part-time and total faculty, professional staff, and administrators as of October 1980; and tuition and fees required in 1980-81. Next, tables are presented summarizing enrollment and personnel data by state for all institutions, and for public and independent colleges. Lists of community, junior, and technical college organizations and state administrators for two-year college education, and an alphabetical listing of colleges conclude the directory. (AYC)

ED 232 744 JC 830 385

Yarrington, Roger, Ed.
Community, Junior, and Technical College Directory, 1982.
American Association of Community and Junior Colleges, Washington, D.C.
REPORT NO.- ISBN-0-87117-112-0
PUB DATE- 82
AVAILABLE FROM- American Association of Community and Junior Colleges, One Dupont Circle, N.W., Suite 410, Washington, D.C. 20036 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Accreditation (Institutions); Administrators; *College Faculty; College Presidents; Community Colleges; Community Education; Educational Trends; *Enrollment; Fees; Full Time Faculty; *Full Time Students; National Surveys; Part Time Faculty; Part Time Students; Private Colleges; Professional Associations; Public Education; School Schedules; Technical Institutes; Tuition; *Two Year Colleges; Two Year College Students
IDENTIFIERS- *American Association of Community and Junior Colls
Based upon a questionnaire survey of two-year institutions

cards. Activity sheets cover: consumer needs versus wants, choices and demands; four parts of production; prices, profits, sales tax, money, correct change, comparison shopping, unit price and multiple-priced items; food labels and storing food. Two pages of enrichment activities, a list of consumer-related vocabulary, consumer information resources with addresses and teacher resource materials are provided. (JW)

ED 232 758 PS 013 604

The Role of Motivation in the Elementary School. ERIC/EECE Short Report-3.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
CONTRACT- 400-78-0008
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Achievement Need; Behavior Theories; Elementary Education; *Learning Motivation; Literature Reviews; *Student Motivation
IDENTIFIERS- Extrinsic Motivation; *Intrinsic Motivation; PF Project

This ERIC Short Report attempts to summarize the main points of "Motivation Theory," as described by Drs. Edward L. Deci and Richard M. Ryan of the University of Rochester in their paper, "Curiosity and Self-Directed Learning: The Role of Motivation in Education." "Motivation theory" research explores reasons for school-age children losing their curiosity and enthusiasm for learning. The major ideas are summarized in five sections covering: (1) three types of behavioral motivation; (2) understanding of relationships between behavior and its consequences; (3) controlling and informational aspects of rewards and communications; (4) perceived links between behavior and external recognition in schools; and (5) how a supportive atmosphere for teachers can lead to a supportive atmosphere for students. (JW) (such as collating, sorting/folding, and simple counting). Bucket work is another behavior training segment in which students work on independent or nearly independent vocational, fine motor, language, self help, daily living, or cognitive tasks. Another component of the IGB design is a station set up in which students engage in a variety of one on one, small group, or independent tasks. During an IGB component, students function for 15 to 30 minutes with no teacher cueing or intervention. Two reinforcer systems are implemented to enhance right to left progression, delay of payoff for performance, and responsibility for payoff. A symbol system using stick figures was designed as an alternative to teacher cueing, and is employed in books providing assignments and directions to students. (Sample pages are included.) (CL)

ED 232 359 EC 152 639

Berger, Alan
Form versus Function: Neurodevelopmental Treatment in Relation to an Over Twenty-One Deinstitutionalized Population.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adults; *Daily Living Skills; Deinstitutionalization (of Disabled); Physical Disabilities; *Severe Disabilities; *Therapy
IDENTIFIERS- *Neurodevelopmental Therapy

A neurodevelopmental treatment approach provides severely physically/profoundly retarded adults (over 21-years-old) with opportunities for learning functional abilities that may lead to placement in group homes. The adults, who have recently been deinstitutionalized, are worked with, in terms of postural reflexes and passive and active movement, in gradually more normal patterns. Decisions must be made over form vs. function, especially for adults who may have had very little prior sensory experience stimulation in the institution. Neurodevelopmental therapy, which stresses form, without goal directed activity will not help the clients become more functionally independent. The combination of neurodevelopmental therapy with instructional programing for independent functioning can be an effective approach. (CL)

The paper reviews research dealing with the process of reflective abstraction, analysis and modification of one's own behavior, in learning disabled students. A study was conducted to test the hypothesis that children with a working memory of three pieces of information, who are inclined to employ self-terminating processing strategies because of impulsivity, would benefit from training focused on analyzing properties of the response alternatives and the stem terms of figural analogy problems. The study, involving both LD and non-LD Ss (8-12 years old) found that reflective abstraction is, in part, highly related to the individual's working memory capacity and the working memory demands of a given task. Findings also suggested that when these factors are taken into account, LD children can be taught to use the process of reflective abstraction to modify their own learning behavior. (Author/CL)

ED 232 376 EC 152 656

Hufano, Linda D.
A Comparison of Emotional-Motivational (A-R-D Theory) Personality Characteristics in Learning Disabled, Normal Achieving, and High Achieving Children.
PUB DATE- Apr 83
AVAILABLE FROM- Linda D. Hufano, 12711 Matteson Ave., #5, Los Angeles, CA 90066.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Elementary Education; *Learning Disabilities; *Personality Traits; Play; *Student Attitudes; *Student Motivation

The study examined emotional-motivational personality characteristics of 15 learning disabled, 15 normal achieving, and 15 high achieving students (grades 3-5). The study tested the hypothesis derived from the A-R-D (attitude-reinforcer-discriminative) theory of motivation that learning disabled (LD) children differ from normal and high achieving children in an emotional motivational personality characteristic that would, in terms of the theory's basic principles, help to explain their relatively poor school learning and performance. The personality characteristic--attitude toward school stimuli--was measured using a questionnaire composed of 12 school- and 12 play-related words. As predicted, repeated measures analysis of variance results and the results of a Newman-Keuls

ASAHP's activities are also cited. Finally, criteria for quality training programs for allied health, regular education, and special education providers are outlined (e.g., design, curriculum content, trainee populations). (SEW)

ED 232 390 EC 152 688

Lanier, Nancy; Ellenburg, F. C.
Parental "Coping" or "Copping."
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Counseling; *Disabilities; *Emotional Adjustment; Family Influence; Family Problems; Interpersonal Relationship; Marital Instability; *Parent Attitudes; *Psychological Needs; Respite Care; *Stress Variables

The author suggests three major factors which tend to influence stress on parents and potential marital problems associated with rearing a handicapped child: (1) Support received from family or significant others, (2) Periodic respite care, and (3) Counseling service sought early in the traumatic experience. Cited are studies showing parental interaction for various types of exceptionalities, particularly mental retardation (e.g. desertion of the father, withdrawal from the father by the mother and her greater involvement with the child.) In summary, the author briefly reviews major milestones in acceptance by parents of their child's handicap. (MC)

ED 232 391 EC 152 689

Erwin, L.; Wright, E. N.
A Documentation of the Implementation of the Special Education Pilot Project, #168.
Toronto Board of Education (Ontario). Research Dept.
REPORT NO.- ISBN-0-88881-170-5
PUB DATE- Dec 82
LANGUAGE- English

ED 232 406 EC 160 007

McIntyre, Thomas C.
Locus of Control in Majors in Subarea Specializations of Education.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Disabilities; Higher Education; *Locus of Control; Personality; *Special Education; *Special Education Teachers; *Teacher Characteristics; *Teacher Education; Teachers

The study investigated differences in locus of control for 219 college students majoring in regular education and 354 students majoring in special education. A one-way analysis of variance was used to determine if significant differences existed between groups. No significant differences on the Nowicki-Strickland Adult Scale for Locus of Control were found between regular and special education majors, nor between special education subgroups of general special education, behavior disorders, mental retardation, and learning disabilities specialization. Further, no differences were found between males and females nor between general regular education majors, elementary education majors, and secondary education majors. Graduate students in special and regular education were more internal in locus of control than seniors, juniors, sophomores, or freshmen. (CL)

ED 232 407 EC 160 008

Anderlini, Lyn Starr; Zittel, Gail
Career/Vocational Assessment of California Students with Exceptional Needs. Critical Issues and Promising Practices.
California State Dept. of Education, Sacramento. Div. of Special Education.; Regional Resource Center West, Los Angeles, CA.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 83
AVAILABLE FROM- California State Department of Education, Publication Sales, P.O. Box 271, Sacramento, CA 95802 ($4.00, plus sales tax for

EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Attitudes; Demonstration Programs; *Disabilities; Early Childhood Education; Elementary Secondary Education; *Mainstreaming; Minimum Competency Testing; Preschool Education; *Resource Materials; Student Evaluation; Teaching Methods; Vocational Education

The guide lists 1,097 resources (periodicals, media, books, papers, dissertations, modules, and other items) on the topic of mainstreaming handicapped children. Entries are organized alphabetically by author's last name and include title, source, date and brief description. Twenty-two topics are considered: assessment, attitudes, cooperative relationships, effectiveness research, evaluation, exceptionalities, general implementation, instructional alternatives, law/legislation, least restrictive environment, minimum competency testing, model programs, other bibliographies, personnel, preschool/early childhood, rationale, school plant, strategies/techniques, success stories, teachers groups/unions, and vocational education. (Author/CL)

ED 232 423 EC 160 032

Stone, Sandra
PL 94-142: Do the Problems Outweigh the Benefits?
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Compliance (Legal); *Disabilities; Discipline; Elementary Secondary Education; *Federal Legislation; Mainstreaming; Program Effectiveness; Rural Areas
IDENTIFIERS- *Education for All Handicapped Children Act

The background of P.L. 94-142, the Education for All Handicapped Children Act, is reviewed, its contents analyzed, and major problems identified. Areas of controversy addressed include provision of such related services as psychotherapy, school health services, summer programs, and vocational education. Expense and ambiguity of the law are among the problems noted. Difficulties with the concept and implementation of mainstreaming are discussed, and the lack of teacher, parent, and student support for the practice is emphasized. Additional problems with P.L. 94-142 identified include discipline for behaviorally disturbed students, restrictions on suspension and expulsion, and difficulties in teacher retention and recruitment for rural areas. The major difficulty is explained to be financial.

IDENTIFIERS- Western Kentucky University

Members of a college community were surveyed to assess their awareness of the international student population at the local college. The questionnaire was administered by interview to each of 25 representatives of selected local civic groups in Bowling Green, Kentucky. The twofold purpose of the survey was to assess community awareness of foreign students as well as to create such awareness through the act of conducting the survey. The questionnaire addressed the respondents' perceptions of demographic characteristics of international students at Western Kentucky University and of the services available to the students. The results were interpreted in terms of the degree of accuracy of the responses. A low level of accuracy of respondents' perceptions was found, indicating a low level of community awareness regarding international students. Suggestions are made for following up on the interest expressed by community participants by encouraging the involvement of civic groups in activities related to international students. (RW)

ED 232 439 FL 013 792

Constantinides, Janet C.
International Students in the Scientific and Technical Writing Class.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *English for Special Purposes; Foreign Students; Higher Education; Learning Activities; Second Language Instruction; Teaching Methods; *Technical Writing; *Writing Instruction

A course sequence for teaching the forms and formats of scientific and technical writing to English as a second language (ESL) learners is described. The first assignment, a letter of application, serves as a diagnostic indication of the student's ability. The second assignment, a narrative, is designed to define the importance of audience and purpose. Next, the narrative is transformed into an objective report. Then the student is asked to write a memo describing the "job" the student has "accepted" based on the career interests expressed in the initial letter of application. A process report is then required. It must be related to the student's major field of study and forces the writer to be totally outside of the

(RW)

ED 232 457 FL 013 831

Duron, Dolores, Ed.; And Others
Matematicas: Nivel F (Mathematics: Level F).
San Diego City Schools, CA. Intercultural Language Program.
PUB DATE- 80
LANGUAGE- Spanish
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Curriculum Guides; Educational Objectives; Elementary Education; Grade 5; *Immersion Programs; Language of Instruction; Learning Activities; Lesson Plans; *Mathematics Instruction; Second Language Instruction; *Spanish

A teacher's manual was developed for an elementary level mathematics course in Spanish as part of an immersion program for English speaking children. The Level F manual is designed for grade 5 pupils. Teaching procedures, conceptual and language objectives, vocabulary, structures, and learning activities are included. Activities are designed to teach either Spanish language or mathematical concepts. It is recommended that the teachers first determine what language is needed to learn a specific concept, and then teach the language in either a math or a non-math setting. (RW)

ED 232 458 FL 013 832

Duron, Dolores; And Others
Matematiques: Niveau A (Mathematics: Level A).
San Diego City Schools, CA. Intercultural Language Program.
PUB DATE- 80
LANGUAGE- French
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Curriculum Guides; Educational Objectives; *French;

facilitate certain verbal processing tasks. (Author/RW)

ED 232 474 FL 013 850

Erazmus, Edward T.
Teaching the Phonology via Articulatory Settings.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Articulation (Speech); *English (Second Language); Phonology; Polish; *Pronunciation Instruction; Second Language Instruction

The failure of the phonological approach in establishing native-like speech in the learner is examined in connection with new knowledge derived from articulatory setting theory. This theory is based on the work of Honikman (1964) who demonstrated that there is an intimate relationship between the tongue and teeth in speech production. Specifically, the tongue is fixed at a specific point to a given area on the teeth and this fixing is called anchorage. Anchorage differs from language to language, conforming to the principles of uniqueness of phonemic systems. The anchorage of English sets the tongue for speech operations completely in the upper hemisphere of the mouth. Contrasting English anchorage to Polish anchorage, it can be seen that Polish anchorage is produced by the tongue tip fixing on the base of the lower front teeth or incisors. In order to learn native-like speech, the learner must have knowledge of the target anchorage, practice the target anchorage, and then maintain it. Although finding and setting the anchorage are relatively easy, it is crucial to find and practice strategies that will maintain the anchorage in connected speech. Use of this approach depends upon teacher awareness. Every teacher must consciously work on being a pronunciation teacher. (RW)

ED 232 475 FL 013 851

segmented which removes the practitioner from many organizational operations because the academician's daily routine is not bound to that of others. This need for personal autonomy affects the attitude of the academician toward the university. Attention is directed to the following issues: the burden of comparing/evaluating teachers, teachers' preferences in the use of their time, means employed to allocate resources, scarce resources and time, policy and authority in the university, collegiality, program structure, small group theory applied to the department, faculty-administration tensions, the influence/power of the faculty, administrative structure and style, rational politics, the problem of pluralistic concepts, governing the college, collective bargaining and faculty unions, faculty contracts, academic freedom, employment practices, demands on the academician's time, and university authority. The analysis is based in part on 11 collective bargaining contracts. (SW)

ED 232 491 HE 016 067

Madsen, David
Successful Dissertations and Theses: A Guide to Graduate Student Research from Proposal to Completion.
REPORT NO.- ISBN-07589-555-7
PUB DATE- 83
AVAILABLE FROM- Jossey-Bass Inc., Publishers, P.O. Box 62425, San Francisco, CA 94162 ($12.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Advisory Committees; *Doctoral Dissertations; Expository Writing; Faculty Advisers; Higher Education; *Library Skills; *Masters Theses; *Research Proposals; Research Skills; Scholarship; *Student Research; *Writing (Composition)

A guide to writing dissertations and theses is presented that is primarily directed to doctoral and master's degree candidates but that may also be useful to the writer of scholarly papers, essays, and papers. Attention is directed to the following concerns: starting and completing the dissertation; working with the research adviser and advisory committee; selecting and shaping the research topic; preparing the research proposal; following basic research procedures; organizing, outlining, and writing; defending the thesis; adapting the thesis for publication and presentation; and using the library and locating essential resources. Some problems

Studies of graduate student perceptions of the advanced learning experience are reviewed. Findings include the following: the specialized requirements of the disciplines create unique expectations and pressures that affect students' academic and personal well-being (Baird, 1974); faculty acceptance of opinions held by students and the quality of advising are two dimensions that significantly correlate with graduate student satisfaction (Reagan, 1976); collegiality is the best predictor of academic and nonacademic satisfaction among graduate students (Gregg, 1972); and department heads and faculty often have an inflated notion of their program's strength (Hartnett, 1976). The work by Hartnett considered the following critical dimensions of the departmental environment that influence student perceptions: (1) the nature and quality of student relations with the faculty, (2) the extent to which the department can be regarded as a true "community," (3) the degree of faculty attention to and concern for teaching, (4) procedures and philosophy related to the evaluation of graduate student performance, and (5) the rigidity and/or flexibility of the formal curricular requirements. Each of these dimensions is discussed, and it is concluded that some of these qualities are at the heart of the training. (SW)

ED 232 506 HE 016 377

Campbell, Joel T.; And Others
Evaluation of a Program for Training Dentists in the Care of Handicapped Patients.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Robert Wood Johnson Foundation, New Brunswick, N.J.
REPORT NO.- ETS-RR-82-52
PUB DATE- Dec 82
AVAILABLE FROM- Educational Testing Service, Princeton, NJ 08541.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Attitudes; *Clinical Experience; *Dental Schools; *Dentists; *Disabilities; Followup Studies; Higher Education; Knowledge Level; *Patients; *Program Evaluation; School Surveys; Student Characteristics

A program for improving and expanding dental education concerning treatment of the handicapped was evaluated and compared to dental

Universities
IDENTIFIERS- *State University of New York

Fall 1980 and 1981 data on the geographic origins of first-time students at the State University of New York are presented. For each year, four sections of information are presented. Section one contains summary data for the complete State University system. Total and full-time enrollment data for first-time students are presented for each type of institution and for each individual institution. In addition, a systemwide summary of the permanent residences of first-time students is provided. Section two contains tables for each institution that display the institution's total and full-time enrollment of first-time students and their county of permanent residence. Section three contains separate tables for each New York county. This format provides information on the number of first-time students attending the State University from each New York county, and specifies the State University institution in which they are enrolled. Additional tables indicate the institutional affiliation of first-time students from other states. Finally, section four provides additional data pertaining to full-time first-time student enrollment, including the high school status and age group. (SW)

ED 232 521 HE 016 415

Alfred, Richard L.
Economic Differentiation as a Determinant of Higher Education Pricing and Expenditure Policies and State-wide Public Policy: Implications for Governance. ASHE 1983 Annual Meeting Paper.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Economic Climate; Educational Finance; Educational Policy; *Expenditures; *Financial Policy; Governance; Government School Relationship; Higher Education; Institutional Autonomy; Public Education; *Public Policy; Research Design; *State Colleges; Statewide Planning; Student Financial Aid; *Tuition
IDENTIFIERS- *ASHE Annual Meeting

A study of the impact of economic differentiation on institutional pricing and expenditure policies, higher education public policy, and governance in public colleges and universities is described. It is suggested that economic differentiation is a likely determinant emphasized the intellectual benefits of college, while the other appealed broadly to utilitarian reasons for return to school (e.g., success in the real world, credentials). Some of the students received business reply envelopes with their letter; others did not. The control group of 4,176 students were eligible to enroll but were not contacted by the institution. The results support the value of prompting students to reapply. The strongest effect was the letter that emphasized the intellectual benefits of college, rather than vocational possibilities of college attendance. It is suggested that the letter appealing to the intellectual and scholarly benefits of college may have been more effective when a business reply envelope was not included (i.e., the various stimuli in a prompt should not be at cross purposes but should be consistent in the motive to which they appeal). It is proposed that the promptings probably work best when customized to certain student groups. (SW)

ED 232 536 HE 016 433

Pechmann, Connie A.; Pichert, James W.
Does Early Research Experience Affect Subsequent Career Choice?
Vanderbilt Univ., Nashville, Tenn.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.
PUB DATE- Oct 82
GRANT- NIH-5-T35-AM-07383
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Career Choice; Clinical Experience; *Diabetes; Higher Education; *Medical Research; *Medical Students; Program Evaluation; Researchers; *Research Skills; Summer Programs
IDENTIFIERS- *Vanderbilt Summer Research Program

The Vanderbilt Summer Research Program in diabetes, which was designed to interest medical students in research careers and diabetes care, was evaluated. The program provides stipends to 20 sophomore and junior medical students for 12 weeks of preceptor-supervised laboratory research work, clinical experience, and classroom instruction. The evaluation design includes the Discrepancy Evaluation Model, which describes differences between program standards and realities. A second evaluation focus compares the long-term effect on program participants vs. a sample of nonparticipant applicants. Results indicate that the program has successfully attracted students naive to biomedical research. All determinants of liberalism. In general, better grades were associated with higher income, greater liberalism, and more life and job satisfaction. (SW)

ED 232 551 HE 016 472

Floyd, Carol Everly
Balancing State and Institutional Perspectives in the Implementation of Effective State-Level Academic Program Review. ASHE 1983 Annual Meeting Paper.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Accountability; College Planning; *College Programs; *Decision Making; Educational Assessment; Evaluation Criteria; Higher Education; *Program Evaluation; State Boards of Education; State Colleges; *Statewide Planning
IDENTIFIERS- *ASHE Annual Meeting; *Program Discontinuance

Academic program review is analyzed in regard to purposes, process, schedule and timing, criteria, and decisions. Attention is also briefly addressed to the organizational entities that oversee the process of state-level program review. The purposes of program review are linked to budgeting decisions, mission delineation, and potential program improvement. In terms of process, statewide boards can share responsibility for review with public universities, or the boards may assume major responsibility for academic program review through a consultant-based approach or through the use of agency staff. Most states have applied a number of criteria in program review rather than a few--particularly, the number of graduates, students enrolled, student interest and demand, appropriateness to role and mission, program quality, size of classes, and cost of courses--but consensus is lacking as to how qualitative factors should be used in program review. State-level recommendations resulting from program review may include continuation, modification, merger, or discontinuation. Additional considerations relating to state-level program review include: whether to review degree programs or departments, research and public service centers, and nonacademic areas; the accommodation between program review and specialized accreditation; the pattern of use of program review in other state-level decision making; expectations of other state-level authorities; and the nature of institutional leadership exercised.

education, occupation, and social service components. The reduction model uses the three basic systems of elementary, secondary, and postsecondary education. The combination of the reduction model and the issue matrix provides a method for rational assessment and planning. (SW)

ED 232 566 HE 016 490

Christal, Melodie E.
Using College Participation Rates: Opportunities and Pitfalls. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Attendance; College Programs; *College Students; Comparative Analysis; *Enrollment Trends; Foreign Countries; Higher Education; *Institutional Research; *National Surveys; *State Surveys; Student Characteristics
IDENTIFIERS- *AIR Forum

The issue of participation rates of college students at the international, national, state, and institutional levels is addressed. At each level, attention is directed to potential data sources, problems associated with using the data, actual participation rates, and applications to educational planning. College participation rates at the international level provide an indication of the importance of postsecondary education to a country, and can be used to determine how a country ranks among other countries. At the national level, participation rates in the United States are available annually for different population groups and the most common breakdowns are for sex, age, race, and income. Uses of the state-level participation rates include: (1) enrollment projections and (2) as a relative measure of access to and importance of higher education in the state compared to other states. At the institutional level, participation rates can be determined at almost any level, such as schools or programs. Data tables include: postsecondary participation rates for 12 countries for selected years; college participation rates by age, sex, race, and ethnicity; participation rates of high school graduates by state; and participation rates for state residents per 1,000 population for 1978. (SW)

ED 232 581 HE 016 505

Coleman, Daniel; And Others
Academic Calendar Change Impact on Enrollment Patterns and Instructional Outcomes. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Persistence; *College Credits; College Students; Degree Requirements; Enrollment Trends; Full Time Students; *Grading; Higher Education; Institutional Research; *Part Time Students; *Quarter System; *Semester System
IDENTIFIERS- *AIR Forum; Course Load

The effects of a calendar change from the quarter system to the semester system on enrollment patterns, student credit hour productivity, grading patterns, and course completion patterns were investigated. Enrollment and grade pattern data were collected for nine Florida public universities and Iowa State University, for 1980-1982. Additionally, a comprehensive postregistration survey was conducted at a comprehensive state university. An analysis of the average student credit hour load showed a significant reduction at both the upper and graduate levels after conversion to the semester system. A reduction in the course completion rate also occurred under the semester calendar system, along with an increase in the percentage of course withdrawals. Many students, faculty, and administrators reported that the full-time course load under the semester system had been reduced to 12 hours. The perception that a full-time load was based on the number of courses rather than on the number of credit hours was common among University of Central Florida students. While the ideal calendar is open to question, the findings seem to favor shorter terms such as those provided under the quarter system. (SW)

ED 232 582 HE 016 506

implementing, and ultimately using the information system; identification of variables for which data already exist and that require only updating of information; and identifying variables for which no information exists. (Author/SW)

ED 232 596 HE 016 520

Selin, Larry R.; Gates, Larry C.
Self-Study of Support Units to Inform Institutional Planning. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Alumni; *College Admission; *College Planning; Computer Oriented Programs; Higher Education; *Personnel Management; Program Development; *Registrars (School); Research Methodology; *Self Evaluation (Groups)
IDENTIFIERS- *AIR Forum

The involvement of a large regional university's institutional support units in a self-study is discussed. The university had initiated its first experience with a comprehensive and systematic approach to planning. Attention is focused on the self-study procedures in the support units and on the resulting reports. Four support units with diverse functions and purposes were analyzed: admissions and records, alumni and development, computer services, and personnel. Three sources of information were used: self-study reports from each of the four support units, interviews with directors of the four support units, and interviews with members of an institutional self-study team who were responsible for reviewing all unit reports and preparing an overall assessment of the university. Content analysis was used in evaluating each unit's responses to six areas of inquiry: unit purpose and goals, major activities of the unit and links to the unit's purpose and goals, interrelationships between the unit and other academic or support units, resources required to support the unit's major activities, a university-wide perspective in the unit's responses, and a future-orientation in the unit's responses. Interviews examined the self-study procedures and benefits of the process. (SW) unanticipated enrollment shortfalls. All appointed new presidents between 1971-1975, who were granted broad powers for restabilizing the institution. Patterns associated with persistence and stability were also identified. The picture that emerged was generally one of institutions driven primarily by external forces/actors and student consumers, and only sometimes by powerful presidents. Changes in Carnegie classification in 1970, 1976, and 1978, as well as substantive changes in curriculum and student and faculty composition during the 1970s, were also analyzed. Lists of the critical events and cycles are appended. (SW)

ED 232 611 HE 016 577

Chaffee, Ellen E.
Turnaround Management Strategies: The Adaptive Model and the Constructive Model. ASHE 1983 Annual Meeting Paper.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 83
CONTRACT- 400-80-0109
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Change Strategies; *College Administration; *Financial Problems; Higher Education; *Institutional Advancement; Models; *Organizational Theories; *Retrenchment
IDENTIFIERS- *ASHE Annual Meeting

The use of two management strategies by 14 liberal arts and comprehensive colleges attempting to recover from serious financial decline during 1973-1976 were studied. The adaptive model of strategy, based on resource dependence, involves managing demands in order to satisfy critical-resource providers. The constructive model of strategy, based on social constructionism, involves managing meaning in order to enhance the organization's legitimacy. Interview data, published and unpublished materials, and Higher Education General Information Survey results were evaluated. Variables for the adaptive model related to responsiveness in academic programs, organizational flexibility, diversity of academic programs, and efficiency. Variables for the constructive model were fund-raising and marketing, professionalization of the management team, focus for the academic program, and improving and involving the trustees. The adaptive model of strategy was followed by most members of both groups of colleges: the "more resilient" and the "less resilient."

ED 232 624 IR 020 012

Letter Recognition. MicroSIFT Courseware Evaluation.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Computer Assisted Instruction; Computer Managed Instruction; *Computer Programs; Drills (Practice); Early Childhood Education; *Letters (Alphabet); Microcomputers; *Numbers
IDENTIFIERS- Apple II; Courseware Evaluation; Microcomputer Software and Info for Teachers; PF Project; Software Evaluation; *Software Reviews

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT (Except for the Evaluation Summary Table): VERSION: 3.3. PRODUCER: Hartley Courseware, Inc., Box 431, Dimondale, Michigan 48821. EVALUATION COMPLETED: January 1983 at the North Clackamas School District, Milwaukie, Oregon, and at Northwest Regional Educational Laboratory, Portland, Oregon. COST: $26.95. ABILITY LEVEL: Preschool through grade 1. SUBJECT: Language Arts. TOPIC: Reading. MEDIUM OF TRANSFER: 5-1/4" flexible disk. REQUIRED HARDWARE: Apple II, 48K, 1 disk drive, monitor, printer (optional). REQUIRED SOFTWARE: Applesoft, DOS 3.3 or 3.2. INSTRUCTIONAL PURPOSE: Standard instruction. INSTRUCTIONAL TECHNIQUES: Instructional management, drill and practice, tutorial. DOCUMENTATION AVAILABLE: In program--student's instructions. In supplementary materials--suggested grade/ability level(s), instructional objectives, program operating instructions, and teacher's information. INSTRUCTIONAL OBJECTIVES: (STATED) Given a letter (upper or lower case) on the screen, the student will match it with the letter on the keyboard. Given a number written in words, the student will type the numeral. Objectives are stated more precisely in the manual. INSTRUCTIONAL PREREQUISITES: (STATED) The students need to know the difference on the keyboard between the letter 'O' and the digit '0', and the letter 'l' and the digit '1'. CONTENT AND STRUCTURE: The student is presented with capital letters, lower case letters or digits 1-9 and must match them by pressing the corresponding letter or digit from the keyboard. Other options give the word name of a number and the student is to type the numeral. Incorrect responses cause no change in the display, but error is stored in student planning file. This file is displayed at the end of the exercise, or may be displayed later on the screen or on the printer. POTENTIAL USES: This package is most appropriate for either to introduce or reinforce vocabulary in any curricular area. MAJOR STRENGTHS; The program is well set up for this type of activity and is easy to use. MAJOR WEAKNESSES: None stated. EVALUATION SUMMARY: Evaluators indicated they would use or recommend use of this package with little or no change. (Author)

ED 232 635 IR 020 023

Alphabet Keyboard. MicroSIFT Courseware Evaluation.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Alphabetizing Skills; *Computer Assisted Instruction; *Computer Programs; Drills (Practice); Grade 1; Kindergarten; *Letters (Alphabet); Microcomputers; Primary Education
IDENTIFIERS- Apple II; Courseware Evaluation; Microcomputer Software and Info for Teachers; PF Project; Software Evaluation; *Software Reviews; TRS 80 Model I; TRS 80 Model III

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT (Except for the Evaluation Summary Table): PRODUCER: Random House, Inc., School Division, 1970 Brandywine Rd., Atlanta, Georgia 30341. EVALUATION COMPLETED: June 1982 by staff of the Portland Public Schools, Oregon. COST: Cassette: $24 Disk: $34.50. ABILITY LEVEL: K-1. SUBJECT: Reading: location of letters on keyboard, order of letters in alphabet. MEDIUM OF TRANSFER: Cassette or 5 1/4" flexible disk. REQUIRED HARDWARE: Radio Shack TRS-80 Model I, 16K cassette; Model III 32K with disk; Apple II 32K with disk. REQUIRED SOFTWARE: Model III, TRS-DOS; Apple II, DOS 3.3. INSTRUCTIONAL PURPOSE: Remediation, standard instruction. INSTRUCTIONAL TECHNIQUES: Drill and practice, tutorial. DOCUMENTATION AVAILABLE: The computer program includes operating instructions and student instructions. Supplementary materials include the suggested grade and ability levels, instructional objectives, program operating instructions, sample program output, teacher's information and student instructions. INSTRUCTIONAL OBJECTIVES: (Stated) The program teaches kindergartners and first graders the location of letters on the computer keyboard. It also teaches the child to type letters in alphabetical order. No attempt is made to teach finger positions or other typing skills. INSTRUCTIONAL PREREQUISITES: (Inferred) The user needs to know the correct order of the alphabet in order to succeed. Students would need a teacher's help to read instructions.

nonprofit educational institution for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately. "Broadcast programs" are television programs transmitted by television stations for reception by the general public without charge. 3. Off-air recordings may be used once by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary, in classrooms and similar places devoted to instruction within a single building, cluster or campus, as well as in the homes of students receiving formalized home instruction, during the first ten (10) consecutive school days in the forty-five (45) calendar day retention period. "School days" are school session days-not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions-within the forty-five (45) calendar day retention period. 4. Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast. 5. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording. 6. After the first ten (10) consecutive school days, off-air recordings may be used up to the end of the forty-five (45) calendar day retention period only for teacher evaluation purposes, ie., to determine whether or not to include the broadcast program in the teaching curriculum, and may not be used in the recording institution for student exhibition or any other non-evaluation purpose without authorization. 7. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations. 8. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded. 9. Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines. (Television Licensing Center, 1144 Wilmette Avenue, Wilmette, Illinois 60091). (Author)

ED 232 645 IR 050 261

United States and Canada.
American Society of Indexers, New York, N.Y.
PUB DATE- 81
AVAILABLE FROM- American Society of Indexers, 235 Park Avenue South, 8th Floor, New York, NY 10003 (members-$5.00; nonmembers-$10.00; check or money order in U.S. funds only).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Bibliographies; *Cataloging; *Classification; *Course Content; Guides; Higher Education; *Indexing; Information Retrieval; *Library Education; Library Technical Processes; *Textbooks
IDENTIFIERS- Canada; United States

Information on the 48 courses, workshops, seminars, and other educational opportunities listed in this guide was gathered by questionnaires sent to schools of library and/or information science and organizations sponsoring training opportunities in indexing in the United States and Canada. The definition of indexing used is broad: it includes indexing of collections, monographs, periodicals and other serials, and parts of documents; subjects, authors, titles, and any other characteristic of information and documents of interest to potential users; the creation of both alphabetically arranged indexes and systematically arranged classifications; and both automatic indexing based on computer manipulation of textual symbols and human intellectual identification of content. The guide includes a listing of textbooks used in indexing courses, a classification of indexing concepts and procedures, an alphabetical index to this classification, a classified index to indexing concepts and procedures covered in courses, workshops, and seminars; descriptions of indexing courses, workshops, and seminars; and an index to courses by state or province and city. Information provided for each course listed includes the sponsor, contact person, course number and title, instructor(s), a brief course description, hours of instruction, length of course, credits, prerequisite courses, admission requirements, tuition and fees, frequency offered, textbooks, and topics covered. (LMM)

ED 232 660 IR 050 288

Guidelines for the Preparation of Bibliographies.
National Agricultural Library (DOA), Washington, D.C.
PUB DATE- Mar 82
LANGUAGE- English

A seminar held in October 1978 brought together teams from public and school libraries in 36 Illinois communities representing the 18 Illinois library systems, in order to: (1) provide an environment where school and public librarians who work with young adults could identify their problems, assess their needs, and begin working toward mutual solutions; (2) introduce librarians to experts in the fields of adolescent psychology and services to young adults; (3) develop a specific project which would initiate cooperation between school and public librarians; (4) provide ongoing cooperation in the same community; and (5) provide seminar participants with the expertise necessary to develop and present training on the system level. This final report presents 34 project evaluations which describe the cooperative programs developed as a result of the seminar. Each evaluation indicates the process used for initiating the project, youth participation in project implementation, obstacles encountered, and project results. Appendices comprise a copy of the proposal for a Library Services and Construction Act (LSCA) Title III grant, which was used to fund the seminar, and a list of seminar participants with their affiliations and addresses. (ESR)

ED 232 675 IR 050 319

Council on Library Resources, Inc. Twenty-Sixth Annual Report/1982.
Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Annual Reports; Budgets; Databases; Financial Support; International Programs; Librarians; *Library Associations; Library Collections; *Library Cooperation; Library Materials; *Library Services; Library Standards; Preservation; Professional Education; Publications; Training
IDENTIFIERS- Bibliographic Services; Sponsored Research

This report describes the activities of the Council on Library Resources, Inc. (CLR) during the 1981-82 fiscal year. Contents include lists of members of the Council, the Council Board of Directors, and the Council staff; a listing of CLR committee members and officers; a preface; a brief statement of highlights of the year's activities and future directions for CLR; and sections devoted to activities in five specific program areas: (1) bibliographic services; (2) professional education, training, and public and community/school libraries. The circulation project is a part of a larger automation project which has already installed automated acquisitions and cataloging modules--BIBLIOS (the Book Inventory Building and Library Oriented System) HAWAII--in Hawaii's Centralized Processing Center, which processes books for the state's school and public libraries. Other statewide areas of library operations are also intended for automation by Hawaii's Office of Library Services. This report describes in detail the automated circulation project. Following a statement of the problem are discusions of project objectives, methodology, and status; installation requirements; and evaluation criteria. Also briefly described are the acquisitions and cataloging automation projects and the planned projects for automating (1) serials control; (2) the acquisition, storage, and distribution of Hawaiiana; (3) the processing of non-book material; and (4) a management information system. A separate appendix reproduces DEC equipment descriptions and specifications and DEC price data. (ESR)

ED 232 690 IR 050 338

Ya-chun, Lian
RAMAS: The RITL Automated Management System. Master Control and Periodicals Control Subsystems. Stockholm Papers in Library and Information Science.
Royal Inst. of Tech., Stockholm (Sweden). Library.
REPORT NO.- TRITA-LIB-4076
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Non-Print Media (100) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Flow Charts; Foreign Countries; Higher Education; Library Administration; *Library Automation; Library Networks; *Library Technical Processes; Minicomputers; *Online Systems; *Periodicals; *Recordkeeping; Records (Forms); Research Libraries
IDENTIFIERS- *Royal Institute of Technology (Sweden)

An automated minicomputer-based library management system is being developed at the Swedish Royal Institute of Technology Library (RITL). RAMAS (the RITL Automated Management System) currently deals with periodical check-in, claiming, index-handling, and binding control. A RAMAS bibliographic record can be accessed from eight different points (e.g., International Standard Serial Number/ISSN, title key, full title), and the check-in display shows full

EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Disadvantaged; Evaluation Methods; Library Cooperation; Library Education; Library Instruction; *Library Planning; *Library Services; *Library Standards; *Long Range Planning; Objectives; Program Descriptions; Public Libraries; Records (Forms); Shared Services; State Libraries; *Statewide Planning
IDENTIFIERS- Library Funding; *Library Services and Construction Act; Library Statistics; Library Users; *Texas

Prepared in compliance with the Library Services and Construction Act (LSCA), this planning document presents objectives and procedures for improving Texas library services in conjunction with five statewide goals of the Texas State Library: (1) to assist in financing library services and resources in Texas; (2) to improve delivery of materials and information to library users by supporting and encouraging libraries to share resources; (3) to provide public library service in unserved areas and encourage public libraries to form into larger units of service; (4) to provide training and information on all aspects of library services to librarians and library users; and (5) to improve library service to the disadvantaged and other people with special needs by providing programs aimed at selected groups. A brief description of Texas libraries and their cooperative activities is also provided. Appendices comprise a comparison between standards adopted for library services and the most recent data available on actual conditions; examples of contracts and reporting forms used for LSCA projects; brief discussions of the dissemination of LSCA information and the coordination of LSCA programs with institutions of higher education and public schools; and lists of the policies and procedures established for the allocation of Title I, Title II, and Title III funds. (ESR)

ED 232 704 IR 060 000

Ely, Donald P.
Public Relations for School Media Programs. An ERIC Fact Sheet.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
PUB DATE- Aug 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)

*Enrollment; Full Time Faculty; *Full Time Students; National Surveys; Part Time Faculty; *Part Time Students; Private Colleges; Professional Associations; Public Education; Single Sex Colleges; Technical Institutes; *Two Year Colleges; Two Year College Students
IDENTIFIERS- *American Association of Junior Colleges

Based on data collected by the American Association of Junior Colleges (AAJC), this directory provides information on 596 junior colleges in the United States and its territories, Canada, and other selected countries for 1954-55. Following introductory material on the scope of the directory, tables provide statewide summaries of the following data for all junior colleges, and for public and private junior colleges: number of colleges, AAJC membership, student enrollments and status, and numbers of full- and part-time faculty. Next, the directory lists the colleges alphabetically by state, providing the following information for each: location; administrative head; AAJC membership; state recognition or accrediting agency; type of control or affiliation; co-educational or single-sex status; date founded; enrollments for 1954-55 broken down by freshman, sophomore, or unclassified status, adult enrollments, and full- or part-time status; and full- and part-time faculty members. The following sections provide a list of individual AAJC members; an alphabetical listing of junior colleges; a directory of national and regional junior college organizations; and a directory of junior college honorary societies and social organizations. Finally, an analysis of junior college growth reviews changes in the number of colleges and enrollments from 1900 to 1954, the size and location of colleges, faculty numbers, types of colleges and forms of control, and accreditation agencies. (HB)

ED 232 719 JC 830 360

Bogue, Jesse, Ed.
Junior College Directory, 1957. Data for June 1, 1955 to May 31, 1956.
American Association of Junior Colleges, Washington, D.C.
PUB DATE- 57
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Accreditation (Institutions); Adult Students; *College Faculty; College Presidents; Community Colleges; Educational Trends; *Enrollment; Full Time Faculty; *Full Time Students; National

ED 232 732 JC 830 373

Harper, William A., Ed.
Junior College Directory, 1970. Period Covering September 1968-August 1969 and Fall Enrollments for 1969.
American Association of Junior Colleges, Washington, D.C.
PUB DATE- 70
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Numerical/Quantitative Data (110)
DESCRIPTIONS- Accreditation (Institutions); Administrators; *College Faculty; College Presidents; Community Colleges; *Enrollment; *Enrollment Projections; Fees; Full Time Faculty; *Full Time Students; National Surveys; Part Time Faculty; *Part Time Students; Private Colleges; Professional Associations; Public Education; Single Sex Colleges; Technical Institutes; Tuition; *Two Year Colleges; Two Year College Students
IDENTIFIERS- *American Association of Junior Colleges

Based on a survey conducted by the American Association of Junior Colleges (AAJC), this directory provides information on 1,038 community, junior, and technical colleges and two-year branch campuses in the United States and its territories, including data on 1968-69 enrollments, personnel, and student costs. Following material on the scope and compilation of the directory, a data analysis and projections of two-year college growth are presented. Next, the directory lists the colleges alphabetically by state, including the following information for each: location; chief administrative head; year organized as a junior college; type of control or affiliation; AAJC membership; state recognition or accrediting agency; programs (i.e., transfer and/or occupational); co-educational or single-sex status; October 1968 enrollment of full- and part-time freshman, sophomore, and unclassified students; October 1968, summer 1969, and October 1969 total enrollments; full- and part-time faculty and administrators in 1968-69; and cost per academic year for in-district, out-of-district, and out-of-state students. Statewide enrollment summaries are then provided for all institutions and public and independent schools, followed by tables showing distribution by size of enrollment, independent and church-related schools by type of control, and accredited schools by state. Changes in institutions since the previous year, information on AAJC, junior college organizations, and state administrators of two-year college education are covered in the final sections. (AYC)

conducted by the American Association of Community and Junior Colleges (AACJC), this directory provides a comprehensive list of 1,219 community, junior, and technical colleges in the United States and its territories, as well as 1980 and 1981 statistics on enrollments and personnel for each. Following introductory material on the uses of the directory, information is presented on the AACJC, its mission and goals, and affiliated councils and associates. After explaining how to interpret the data, summarizing changes in institutions since the previous year, and defining key terms, the directory lists each two-year college alphabetically by state or country and provides the following information: location; chief executive officer; telephone number; year college classes began; type of control or affiliation; AACJC membership; state recognition or accrediting agency; type of academic calendar; October 1980 and 1981 full- and part-time and total enrollment; community education enrollment in 1980-81; full- and part-time and total faculty, professional staff, and administrators as of October 1981; and tuition and fees required in 1981-82. Next, tables are presented summarizing enrollment and personnel data by state for all institutions, and for public and independent colleges. Lists of community, junior, and technical college organizations and state administrators for two-year college education, and an alphabetical listing of colleges conclude the directory. The AACJC Constitution is included. (AYC)

ED 232 745 JC 830 386

Wright, Marguerite, Ed.
Community, Junior, and Technical College Directory, 1983.
American Association of Community and Junior Colleges, Washington, D.C.
REPORT NO.- ISBN-0-87117-123-6
PUB DATE- 83
AVAILABLE FROM- American Association of Community and Junior Colleges, One Dupont Circle, N.W., Suite 410, Washington, D.C. 20036 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Accreditation (Institutions); Administrators; *College Faculty; College Presidents; Community Colleges; Community Education; *Enrollment; Fees; Full Time Faculty; *Full Time

ED 232 759 PS 013 605

Classroom Management. A Review of Practice-Oriented Research. Short Report #1.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
CONTRACT- 400-78-0008
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Class Organization; *Classroom Techniques; Elementary Secondary Education; Literature Reviews; *Teacher Effectiveness
IDENTIFIERS- PF Project

Good classroom management not only increases the amount of time students spend in learning but also reduces the time teachers spend supervising routine activities and helps to prevent discipline problems. Recent research on effective management practices suggests that the following factors are particularly important: (1) planning; (2) routines and rules; (3) attention to students' needs; (4) transitions and pacing of lessons; (5) monitoring student behavior; and (6) mode of instruction. References are included. (Author/JW)

ED 232 760 PS 013 606

Assessing Preschoolers' Development.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Behavior Development; *Child Development; Evaluation Criteria; Guidelines; *Informal Assessment; Observation; *Preschool Children

ED 232 360 EC 152 640

Gallegos, Anne Y.; Flores, Jayni
The Role of the Family in the Identification and Education of Gifted Minority Children.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Cultural Differences; Elementary Secondary Education; *Gifted; *Minority Groups; *Parent Participation; *Parent School Relationship; Student Evaluation; Talent Identification

Parents of gifted minority children need to be involved in their children's education. Cultural differences and values can present obstacles to communication between parents and the schools. Difficulties in assessment and identification of minority gifted students arise over issues related to parents' perceptions of their child's giftedness, their feelings of their responsibility vs. the school's in educating their child, the instruments used in assessment, and the prevalent underestimation of the potential of the linguistically/culturally different child. Parents can help in educational programing by providing information about what different cultures value as gifted or talented behaviors. A cultural framework can be applied to specific classroom activities to teach ideological, sociological, attitudinal, and technological-artistic values of the culture. The school can help the parents via direct and indirect contact. (CL)

ED 232 361 EC 152 641

Independent Living Ideas. Planning for a Job: Tips for Disabled Students.
President's Committee on Employment of the Handicapped, Washington, D.C.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

followup test indicated that the LD Ss expressed a significantly different, i.e., less positive, attitude toward the school words than either the normal or high achieving children, while no differences were found among the groups in attitude expressed towards words that were play-related. (Author/CL)

ED 232 377 EC 152 657

Naour, Paul J.; Martin, Daniel J.
Developmental Component in Brain Electrical Activity of Normal and Learning Disabled Boys.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Development; Developmental Stages; *Electroencephalography; Elementary Education; *Learning Disabilities; *Neurological Organization; Reading Comprehension; Reading Difficulties; *Spelling

The study examined the electrophysiologic organization of cognitive function in 12 normally achieving righthanded boys and 12 reading disabled third and sixth grade boys. Ss were administered reading comprehension and spelling recognition subtests from the Peabody Individual Achievement Test. Electroencephalography (EEG) scores were recorded for each task. Data suggested the existence of a developmental component in slow wave activity of the EEG as the Ss performed cognitive tasks. Further, differences existed between normal and LD Ss which may be attributed to a developmental component in the EEG. (CL)

ED 232 378 EC 152 676

Chaney, Mary Jo; And Others
The Special Service Teams of the Indianapolis Public Schools: School Based Student Service Teams.
PUB DATE- Apr 83

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Disabilities; Elementary Education; Inservice Education; *Mainstreaming; Participative Decision Making; *Pilot Projects; *Program Development; Program Evaluation; Program Implementation; Research Design; *Resource Room Programs
IDENTIFIERS- *Ontario (Toronto)

A 2-year pilot program in Toronto, Ontario, used in-school learning centers (LC) to enable 60 variously handicapped students in three junior schools to withdraw from self-contained classes and mainstream into regular classes. To develop the program, a Special Education Work Group performed such activities as writing issue papers, visiting 12 schools, and preparing a plan to implement the LCs in eight schools with a 3-team approach. Inservice training was based on the total staff approach to ensure that regular teachers would receive adequate direction and preparation to work with students from self-contained classes. A 3-phase timeline entailed strategies for teachers prior to project implementation (phase 1), development of strategies to meet teacher and school needs early in the project (phase 2), and in-school team activity and student evaluation from the middle to the end of the project (phase 3). Implementation and operation of the LCs included pupil selection and placement, and delivery of services. Profiles and progress of LC pupils indicated such evaluation results as that 92 percent of students made good to excellent progress, and that five target pupils were mainstreamed. Documented in the appendix are reasons for limited response by principals to the pilot project. (MC)

ED 232 392 EC 152 690

Parent Handbook (A Handbook for Parents of Hearing-Impaired Children).
Louisville Deaf Oral School, KY.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Audiolingual Skills; Aural Learning; *Hearing Impairments; *Oral Communication Method; *Parent Education; *Parent Materials; Program Descriptions; *Resource Materials; Special Education

California residents).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Compliance (Legal); Demonstration Programs; *Disabilities; *Evaluation Methods; Secondary Education; Student Evaluation; *Vocational Evaluation
IDENTIFIERS- California

The report describes a sample of effective vocational assessment practices for handicapped students implemented in California. An introduction presents the challenges and difficulties of complying with federal and state legislation that mandate nondiscriminatory vocational assessment and the least restrictive placement. Alternatives to standardized vocational testing are considered (such as work samples and job performance assessments). Common practices are cited regarding assessment instruments, examiner expertise, and coordination of services. Potential improvements are also pointed out. Six projects are described in terms of critical issues, implementation/maintenance, outcomes, resources required (staff, equipment, training, and funds), and suggestions for improvement. Practices address such areas as job performance assessment, criterion referenced assessment, use of paraprofessionals to conduct assessments, and coordination of services between a department of rehabilitation and a school district's department of special education. (CL)

ED 232 408 EC 160 009

Educating Gifted and Talented Pupils in Alberta: Report of the Minister's Task Force on Gifted and Talented Pupils and Summary Report.
Alberta Dept. of Education, Edmonton. Planning and Research Branch.
PUB DATE- 83
AVAILABLE FROM- Alberta Dept. of Education, Planning Services Branch, Devonian Bldg., West Tower, 11160 Jasper Ave., Edmondton, Alberta T5K 0L2 (while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Delivery Systems; Elementary Secondary Education; Foreign Countries; *Gifted; *Inservice Teacher Education; *Program

Inequity, competition between handicapped and nonhandicapped students, and the extreme financial burden of developing individualized education programs are described, as are inadequate congressional appropriations. Alternative financial considerations are suggested. The author concludes that the law raises problems in economics, constitutionality, politics, and philosophy. (CL)

ED 232 424 EC 160 033

Oversight on Education for All Handicapped Children Act, 1982. Hearings before the Subcommittee on the Handicapped of the Committee on Labor and Human Resources. United States Senate, Ninety Seventh Congress, on Oversight on Proposed Regulations Implementing Part B, Public Law 94-142, The Education for All Handicaped Children Act.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

PUB DATE- 10 Aug 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Ancillary School Services; *Compliance (Legal); *Disabilities; Discipline; Elementary Secondary Education; *Hearings; Individualized Education Programs; Parent Role; Student Evaluation
IDENTIFIERS- Education for All Handicapped Children Act

The document presents a transcript of congressional hearings on proposed regulations for P.L. 94-142, the Education for All Handicapped Children Act. Secretary of Education T. H. Bell leads off with a defense of the proposed regulations, which he says, attempt to ease paperwork and administrative problems. In addition to the transcript of his spoken remarks, a written statement describes changes on such aspects as attendance at individualized education program meetings, multidisciplinary evaluation, related services, parents' role, and disciplinary procedures. Responses are given by Senators Stafford, Hatch, Kennedy, Randolph, East, and Quayle. Statements are presented by representatives of the Association for Children and Adults with Learning Disabilities, Association for Retarded Citizens of the United States, Children's Defense Fund, National Education Association, and the Consortium Concerned with the Developmentally Disabled. Among additional information is an article by H. Rutherford Turnbull III, "Parents, Disabled Children, and Defederalization: Life on the Razor's Edge of Public Selfishness." (CL)

material of the report. An analysis report follows which emphasizes the importance of rhetorical stance. The student next combines all of the techniques learned to date to produce an investigative report. The final written assignment is a long form report written to the same audiences outlined in the proposal. This sequence allows the ESL student to practice real forms and formats while providing a sense of reality by having the student create an audience and a communication task for each assignment. (RW)

ED 232 440 FL 013 811

Weinmann, Sigrid
Cultural Encounters of the Stimulating Kind: Personal Development through Culture Shock.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Adjustment (to Environment); Cultural Awareness; *Culture Conflict; Culture Contact; Ethnocentrism; International Programs

Culture shock is discussed as it affects Americans who travel extensively abroad. Culture shock can lead to total withdrawal from the new culture or to increased awareness, personal growth, and the development of new cross cultural skills. Communication problems contribute to culture shock in the form of language barriers, nonverbal misunderstandings, stereotypes and preconceptions, the tendency to evaluate, and the high anxiety often inherent in intercultural communication. The stages of cultural adjustment include contact, culture shock, reintegration, and autonomy. Culture shock can be partially prevented by attempting to learn the language in advance of the trip and becoming aware of the cultural differences. Finally, after extensive travel, return shock can also occur. An extensive bibliography of information sources about travel abroad and other cultures is presented. (RW)

ED 232 441 FL 013 814

*Immersion Programs; Language of Instruction; Learning Activities; Lesson Plans; *Mathematics Instruction; Primary Education; Second Language Instruction

A teacher's manual was developed for an elementary level mathematics course in French as part of an immersion program for English speaking children. The Level A manual is designed for kindergarten and grade 1 pupils. Teaching procedures, conceptual and language objectives, vocabulary, structures, and learning activities are included. Activities are designed to teach either French language or mathematical concepts. It is recommended that the teacher should first determine what language is needed to learn a specific concept, and then teach the language in either a math or a non-math setting. (RW)

ED 232 459 FL 013 833

Duron, Dolores; And Others
Ciencia: Nivel A (Science: Level A).
San Diego City Schools, CA. Intercultural Language Program.
PUB DATE- 79
LANGUAGE- Spanish
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Curriculum Guides; Educational Objectives; *Immersion Programs; Language of Instruction; Lesson Plans; Primary Education; *Science Instruction; Second Language Instruction; *Spanish

A teacher's manual was developed for an elementary level science course in Spanish as part of an immersion program for English speaking children. The Level A manual is designed for kindergarten and grade 1 pupils. The five units cover the basic concepts of the weather, colors, animals, plants, and the five senses. Each unit includes vocabulary, structures, objectives, learning activities, and a list of audiovisual materials. A program description and teaching suggestions are also provided. (RW)

ED 232 460 FL 013 834

Le Compagnon, Betty
Acquisition of Lexical Items by the Adult Second Language Learner: A Case Study.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adults; English (Second Language); French; *Interference (Language); *Second Language Learning; *Verbs

The process of interference in second language learning is examined. A case study involving the acquisition of English in a natural environment by a 33-year-old French speaker is presented. Spontaneous speech was recorded in 30-minute sessions at 1- to 2-week intervals over a period of 4 months. Analysis indicates that the process of lexical acquisition of verbs in English is similar for both first and second language learners. Certain instances of so called "interference errors" by second language learners can be seen as lexical overgeneralizations similar to those produced by first language learners. First language interference plays a significant role in the process of lexical acquisition of verbs although this interference is not merely a transfer of surface syntactic forms from the native to the target language. If a more sophisticated understanding of the process of interference can be gained, it should be possible to predict the characteristic errors a second language learner will make based upon the particulars of the learner's native language. (RW)

ED 232 476 FL 013 864

Todd-Mancillas, Wm. R.; Nadler, Meryl
Americans in Mexico: Learning the Language Is Not Learning the Culture.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cultural Awareness; Cultural Education; Culture Contact; *Foreign Culture; *Intercultural Communication; *Nonverbal Communication; Second Language Instruction; *Spanish
IDENTIFIERS- *Mexico

students have in completing the dissertation are identified, along with the important roles of the thesis adviser and advisory committee and ways to maintain productive contact. Specific procedures for developing and presenting an effective initial proposal are discussed that define the scope, limits, and thrust of the student's topic and provide direction for ensuing research and writing efforts. Eighteen examples of sound research questions are presented as well as two extensive sample proposals illustrating both a historical and an experimental approach. The illustrations show the kinds of information that should be included in the proposal and how the information should be assembled. (SW)

ED 232 492 HE 016 093

Goodwin, Craufurd D.; Nacht, Michael
Absence of Decision. Foreign Students in American Colleges and Universities. A Report on Policy Formation and the Lack Thereof. IIE Research Report Number One.
Institute of International Education, New York, N.Y.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
REPORT NO.- ISBN-87206-121-3
PUB DATE- 83
AVAILABLE FROM- Institute of International Education, Communications Division, 809 United Nations Plaza, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrators; College Faculty; *College Students; Decision Making; *Economic Factors; *Educational Policy; *Foreign Students; Higher Education; *International Educational Exchange; *Policy Formation; Public Policy; Self Evaluation (Groups); State Officials

Policy issues concerning foreign students that affect decision makers of U.S. colleges and universities were studied, along with the views of institutional representatives concerning the presence of foreign students, problems areas they perceive, and the formation and implementation of policy regarding these students. Attention was focused on three states: Florida, Ohio, and California, as well as two institutions in other states that are greatly involved in international programs: Columbia University and Michigan State University. In addition to the college staff and students, opinions were solicited from college trustees, state legislators, and aides to governors. The following policy issues were covered: the survival education programs that were not funded to address the needs of the handicapped. Eleven dental schools received funding during 1975-1978 from the Robert Wood Johnson Foundation for the special training. Various kinds of evaluative measures were employed, including measures of the appropriate technical knowledge for handicapped care, and attitudes about treatment of handicapped persons in actual practice. A second part of the evaluation effort was a followup survey of the graduates of the 11 target schools in the years 1974, 1976, and 1978 to determine the nature and extent of the handicapped patients in their practice. The data were supplemented by observations made during site visits to the schools. In addition, graduates of 10 schools that had not been funded were surveyed in 1978 and 1980. Extensive data are presented concerning results of a knowledge test, clinical experience with handicapped patients, treatment planning alternatives, student background characteristics, and followup results. Followup site visits to nine schools who were funded to provide the special training revealed that each of the schools were honoring their commitment to continue the program with their own resources. Questionnaires are included. (SW)

ED 232 507 HE 016 378

Toombs, William
Research on Higher Education: A U.S. Perspective.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrative Organization; College Faculty; *College Programs; College Students; *Educational Practices; *Educational Research; Educational Technology; Educational Trends; Enrollment Trends; Financial Support; Governance; *Higher Education; Institutional Autonomy; *Postsecondary Education; *Research Projects
IDENTIFIERS- *United States

Characteristics of U.S. higher education are identified, along with the structural features that influence the nature of research, specific research topics, and the locations of research activities. This information was obtained from several sources, including the Educational Resources Information Center database for the years 1981 and 1982, the American Educational Research Association annual publication, and the bibliographic handbook prepared by the U.S. Office of Education. Five distinctive characteristics of U.S. higher of variation in institutional expenditure and pricing policies and higher education public policy among the states. A series of public policy initiatives are described that may affect the autonomy and governance of public colleges and universities in different states. Since attitudes and perceptions of government agency and institutional officials are the key ingredients in public policy research, a multifaceted research design is employed to ensure data validity. Research subjects include officials of the state coordinating board, public college administrators, and higher education state committee members and support staff. Three research techniques have been selected to identify public policy initiatives and priorities of government agencies: absolute scale technique, rank-order technique, and open-end technique. In addition, published documents, survey techniques, and in-depth interviews are sources of research data. A matrix of research hypotheses, research indicators, and data collection procedures are presented. Finally, a discussion of the implications of public policy for institutional finance in the next decade is included. (SW)

ED 232 522 HE 016 416

Beers, Susan E.; Bloomingdale, John R., Jr.
Epistemological and Instructional Assumptions of College Teachers.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Style; *College Faculty; *Course Objectives; *Epistemology; Higher Education; Schemata (Cognition); *Student Problems; *Teacher Attitudes

Teachers' views of education, their students, and their disciplines were assessed based on interviews with 20 faculty members from a small liberal arts college. The interviews were content analyzed, and the relationships between epistemological beliefs, course objectives, and views of student difficulties (e.g., skill deficiencies, personality) were examined. Interview protocols were coded by two rates, and the epistemological assumptions were categorized, following the Perry scheme, as dualistic, multiplistic, relativistic, or committed. Educational objectives were coded as knowledge of facts, comprehension, application, analysis, synthesis, or evaluation. Disciplinary division was found to be related to educational objectives, while epistemological assumptions were found students reported adequate research supervision and instruction, although there was significant variation in the extent to which students, preceptors, and other lab personnel collaborated. Students devoted the vast majority of time to conducting research, spending less time in the classroom and very little in the clinic. All students showed significant pre-post gains on tests that sampled knowledge about diabetes and research design. Finally, in comparison to nonparticipants, participants have published and presented more research papers, and are more interested in pursuing careers in diabetes care. (Author/SW)

ED 232 537 HE 016 434

Thompson, Patricia J.
Curriculum Context: Crisis of Conscience or Crisis of Confidence? A Case Study.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Programs; Course Content; Curriculum Development; *Curriculum Problems; *Decision Making; *Departments; Dietetics; Faculty College Relationship; Foods Instruction; Governance; Higher Education; *Home Economics Education; Majors (Students); Nutrition Instruction; *Policy Formation; Undergraduate Study
IDENTIFIERS- *City University of New York Lehman College

Undergraduate curriculum changes at Lehman College, City University of New York (CUNY), following the dismantling of a Department of Family and Consumer Studies (home economics), are discussed. Attention is also directed to the history of the Department of Home Economics at the college (1946-1979). The recent changes, which involved a distribution of the undergraduate courses and curricula between two departments, took place during 1980-1982. The family focus and core courses were retained, but home economics was downgraded from departmental to program status under the Department of Specialized Services in Education. Food and nutrition courses were to be offered under a new curricular rubric, "Dietetics, Food, and Nutrition," in the Health Professions Institute. Concerns regarding the historically required content of a home economics curriculum are cited. It is claimed that in spite of provisions that protect the student from arbitrary changes in the curriculum and

(SW)

ED 232 552 HE 016 473

Zammuto, Raymond F.; Krakower, Jack Y.
The Effects of Institutional and Environmental Factors on Enrollments. ASHE 1983 Annual Meeting Paper.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 83
CONTRACT- 400-80-0109
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Competitive Selection; *Declining Enrollment; *Economic Factors; *Enrollment Influences; Enrollment Trends; *Financial Needs; Higher Education; *Institutional Characteristics; Part Time Students; Private Colleges; State Colleges; Student Financial Aid; Two Year Colleges
IDENTIFIERS- *ASHE Annual Meeting

The joint effects of institutional and environmental factors on college enrollments on a year-to-year basis were investigated. The study population included all public and private two- and four-year colleges and universities who completed the Higher Education General Information Survey for 1975-1976 through 1980-1981. Four major environmental factors constraining enrollments were assessed: the size of the pool of potential students, the availability of resources for individuals wishing to enroll, the level of economic wealth within a region, and the level of economic activity within the region. Five institutional factors were also evaluated: program emphasis, size of the region served, admissions selectivity, type of clientele served, and price. For public institutions, federal student aid and the levels of economic wealth and activity significantly affected enrollments. In addition, institutional selectivity and the type of clientele served, as measured by aptitude scores and the proportion of part-time students, were significant predictors of future enrollments. Idiosyncratic institutional factors seem to account for most of the variation in changes in enrollments among institutions. The enrollments of private institutions were relatively stable, and for the most part, appeared to be insulated from environmental conditions. (SW)

ED 232 567 HE 016 491

Lay, Robert S.
New Software for Market Segmentation Analysis: A Chi-Square Interaction Detector. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Applicants; *Computer Programs; Evaluation Methods; Flow Charts; Higher Education; *Institutional Research; Marketing; Nonparametric Statistics; *Prediction; *Statistical Analysis
IDENTIFIERS- *AIR Forum; *Chi Square Analysis

The advantages and disadvantages of new software for market segmentation analysis are discussed, and the application of this new, chi-square based procedure (CHAID), is illustrated. A comparison is presented of an earlier, binary segmentation technique (THAID) and a multiple discriminant analysis. It is suggested that CHAID is superior to earlier data analysis techniques such as the Automatic Interaction Detector (AID) in some important respects. CHAID uses a chi-square statistic to measure the strength of association between a given predictor and the criterion to be maximized. Because the chi-square statistic is nonparametric, CHAID requires fewer assumptions than does AID. Many of the advantages of CHAID stem from its use of a chi-square optimizing procedure, which is useful for segmenting applicant and prospective applicant pools. For college planning, the approach serves as a guide for distributing scarce resources. The example of a segmentation analysis identifies prospective students who have some chance of being admitted, based on questionnaire data. The CHAID technique is shown to have additional flexibility, both in the variety of variables that may be optimized and in the way the technique can identify multiple segments at any given step. (SW)

ED 232 568 HE 016 492

Sheehan, Bernard S.
Measurement for Decision Support. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrators; Cognitive Style; *College Administration; Computer Oriented Programs; Data Collection; Data Processing; *Decision Making; Higher Education; *Information Needs; *Institutional Research; Interprofessional Relationship; *Management Information Systems; *Researchers; Research Utilization; Role Perception; Statistical Analysis
IDENTIFIERS- *AIR Forum

Possible impacts of changing information technology on the role of the institutional researcher, who serves as a decision support intermediary, are examined. Attention is directed to measurement, human information processing, and decision support technology. It is noted that management information systems are dependent on measurement for data gathering, data processing, and the managerial inquiring and deciding subsystems. To illustrate a dimension of a measurement framework, seven maxims for institutional research (Hackman, 1983) are discussed; these are based on cognitive theory and provide insight on the trend in the role of the intermediary. In addition, concepts of the decision support system (DSS) are explained. Finally, the results of surveys of institutional research directors at Canadian and U.S. universities concerning the implementation of information technology and the use of DDS are described. It is concluded that the role of the intermediary is probably not threatened by existing information technology but that the intermediary should expand traditional activities to include aid for management's user-driven computing for decision support. The alternative is for these services to be run by data processing or administrative systems departments. (Author/SW)

ED 232 583 HE 016 507

Sanford, Timothy R.
Coping Strategies for Job Stress among Institutional Researchers. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English

ED 232 597 HE 016 521

Corcoran, Mary; Clark, Shirley M.
Professional Socialization and Contemporary Career Attitudes of Three Faculty Generations. AIR 1983 Annual Forum Paper.
SPONS. AGENCY- Minnesota Univ., Minneapolis.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Career Ladders; College Environment; *College Faculty; Faculty College Relationship; Higher Education; *Job Satisfaction; Organizational Climate; *Productivity; *Scholarship; *Socialization; Teacher Morale; Work Attitudes
IDENTIFIERS- *AIR Forum; Research Universities

As one aspect of a study of individual and organizational conditions contributing to faculty vitality, the career socialization and current career attitudes of three faculty generations were compared. These generational comparisons were done separately for two groups of tenured university faculty members: (1) a representative group drawn from the humanities, biological sciences, physical sciences, and social science fields; and (2) a selected group of faculty, drawn from the same areas, who had been identified as highly active in teaching, research, and service. The analyses focused on similarities and differences in the professional socialization experiences of the two sets of generational groups that appear to be indicative of career success. The highly active faculty understood that their colleagues expected them to engage in research and scholarly work, and their own interests and preferences ran strongly to research rather than to teaching. At each socialization stage, a general pattern emerged in which the socialization process most favorable to a research university was increasingly evident in successive cohorts of the highly active group. Policy-oriented questions and implications for the university are noted. (Author/SW)

ED 232 598 HE 016 522

The adaptive model appeared to assist in the recovery efforts, but did not account for the faster recovery of the more resilient set. The constructive model of strategy was followed by most of the more resilient colleges but by few of the less resilient colleges. (SW)

ED 232 612　　　　　　　　　　　　HE 016 578

Cameron, Kim
A Study of Organizational Effectiveness and Its Predictors. ASHE 1983 Annual Meeting Paper.
National Center for Higher Education Management Systems, Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 83
CONTRACT- 400-80-0109
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Change Strategies; *College Administration; Higher Education; *Institutional Characteristics; Institutional Research; *Organizational Effectiveness; Predictive Measurement; *Predictor Variables
IDENTIFIERS- *ASHE Annual Meeting

Research results concerning determinants of organizational effectiveness of colleges are presented, and concerns pertaining to this type of research are addressed. A major research question is whether the study of institutional effectiveness can identify indicators of long-term organizational viability. In 1980, organizational effectiveness was measured in 29 of 41 schools that had been studied in 1976 (Cameron). Institutional representatives were administered questionnaires that required them to provide descriptive information regarding the extent to which their institution possessed characteristics indicative of effectiveness. The same nine dimensions of effectiveness emerged from this study as have emerged in past research. Factors accounting for high scores on the nine effectiveness dimensions are identified, along with factors accounting for improvement or decline in effectiveness scores. Attention is also directed to characteristics of institutions that improved in their overall effectiveness as compared to those that remained stable or declined in effectiveness. Based on the findings, the importance of environmental factors and managerial strategies in organizational effectiveness is discussed, and the effectiveness of use with individual students. MAJOR STRENGTHS: This package is good drill and practice for the age group and is a good way to get young students familiar with the keyboard. The record keeping for students is a strong point in that it tells not only how many were missed, but exactly what was missed. MAJOR WEAKNESSES: The graphics are repetitive and would get tiresome quickly. The rewards are not particularly exciting, and would seem not to be a motivator in themselves. EVALUATION SUMMARY: The evaluators indicate they would use or recommend use of this package with little or no change. (Author)

ED 232 625 IR 020 013

My First Alphabet. MicroSIFT Courseware Evaluation.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Programs; Drills (Practice); Educational Games; Kindergarten; *Letters (Alphabet); Microcomputers; *Numbers; Pattern Recognition; Preschool Education; Tutoring
IDENTIFIERS- Atari 800; Courseware Evaluation; Microcomputer Software and Info for Teachers; PF Project; Software Evaluation; *Software Reviews

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT (Except for the Evaluation Summary Table): VERSION: Atari APX-20083. PRODUCER: Atari, Inc., 60 E. Plumeria, P.O. Box 50047, San Jose, California 95050. EVALUATION COMPLETED: September 1982 by the staff and constituents of the Capital Children's Museum. Their evaluation is partly based on observation of student use of the package. COST: $34.95. ABILITY LEVEL: Pre-kindergarten to kindergarten. SUBJECT: Alphabet and number recognition. MEDIUM OF TRANSFER: 5-1/4" flexible disk. REQUIRED HARDWARE: Atari 800 with 24K ram, Atari 810 disk drive, monitor or television. REQUIRED SOFTWARE: Atari Basic (cartridge). INSTRUCTIONAL PURPOSE: Remediation, standard instruction, enrichment, assessment. INSTRUCTIONAL TECHNIQUES: Drill and practice, tutorial, information retrieval, game, learning management, pattern recognition. DOCUMENTATION AVAILABLE: Supplementary materials include: suggested grade/ability level(s), instructional objectives, sample program output, program operating instructions, and teacher's information. INSTRUCTIONAL OBJECTIVES

CONTENT AND STRUCTURE: This package consists of a diskette and a notebook explaining the program to the teacher. The diskette contains three exercises: one on the location of capital letters on the keyboard, one on the location of lower case letters and one on the order of letters in the alphabet. This package is one component of an integrated series in reading being developed by Random House. ESTIMATED STUDENT TIME REQUIRED: Twenty to thirty minutes; repeated usage would probably be necessary to learn skills. POTENTIAL USES: This package would be appropriate for students who want to learn the computer keyboard and who can read instructions. MAJOR STRENGTHS: The program is clearly presented and it helps students use the keyboard in their first experience with a computer. MAJOR WEAKNESSES: The program is designed for kindergarten and first graders, but children this age usually cannot read the instructions on the screen. They would need to know the alphabet to do so. EVALUATION SUMMARY: Evaluators indicate they would use or recommend use of this program only if certain changes were made. (Author)

ED 232 636 IR 020 024

Word Families. MicroSIFT Courseware Evaluation.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Computer Assisted Instruction; Computer Managed Instruction; *Computer Programs; *Consonants; Drills (Practice); Early Childhood Education; Microcomputers; Teacher Developed Materials; *Vowels
IDENTIFIERS- Apple II; Courseware Evaluation; Microcomputer Software and Info for Teachers; PF Project; Software Evaluation; *Software Reviews; *Words

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT (Except for the Evaluation Summary Table): VERSION: 1981. PRODUCER: Hartley Courseware, Inc., Box 431, Dimondale, Michigan 48821. EVALUATION COMPLETED: January, 1983 at the Clackamas County ESD in Milwaukie, Oregon. COST: $29.95. ABILITY LEVEL: Pre-school through grade 2. SUBJECT: Language Arts. TOPIC: Reading. MEDIUM OF TRANSFER: 5-1/4" flexible disk. REQUIRED HARDWARE: Apple II, 48K, 1 disk drive, monitor, printer (optional). REQUIRED SOFTWARE: Applesoft, DOS 3.3 or 3.2. INSTRUCTIONAL PURPOSE: Remediation, standard instruction, assessment. INSTRUCTIONAL TECHNIQUE: Authoring, drill and practice.

Library/Study Skills Instruction in Hawaii's Schools: A Guide for Teachers and Librarians.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Cooperative Planning; Educational Objectives; Elementary Secondary Education; Evaluation Methods; Guidelines; *Instructional Development; *Instructional Materials; Lesson Plans; *Library Instruction; *Library Skills; Models; Pretests Posttests; *Study Skills; Units of Study
IDENTIFIERS- *Hawaii

Intended for both librarians and teachers in grades K through 12, this guide presents a framework and some of the strategies and tools needed to build toward a systematic and meaningful library/study skills program for Hawaii's schools. The guide is organized around basic elements of an instructional development model (IDM). Chapters cover collaboration between the librarian and teachers, instructional goals, assessment and evaluation processes and tools, analysis of library/study skills programs, and planning for instructional delivery. The colored sections of the guide include sample lessons and units, assessment/evaluation tools, and school level examples of various kinds. Appendices comprise a discussion and illustration of the IDM, a scope and sequence chart for teaching library/study skills, a sample of the Hawaii English Program (HEP) Library Skills Pretest, and a unit outline for lessons on cause and effect as a critical thinking skill. A list of the librarians, teachers, school administrators, and district and state office members involved in producing field testing and reviewing the guide is provided, as well as a brief list of acronyms and an index. (ESR)

ED 232 646 IR 050 264

National Library Service for the Blind and Physically Handicapped. Working Paper.
Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.
SPONS. AGENCY- Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
PUB DATE- 12 Jan 83

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- Agriculture; *Bibliographies; *Citations (References); Databases; *Editing; Guidelines; *Literature Reviews; Public Agencies; *Standards
IDENTIFIERS- AGRICOLA; *Department of Agriculture; Machine Readable Bibliographic Data Bases

This manual is designed to provide guidelines for writers and editors in the United States Department of Agriculture (USDA) in the preparation of bibliographies and literature articles for USDA and/or agency publications, and in the preparation of reference lists for published papers. The bibliographic guidelines presented in alphabetical order in the first section cover a wide variety of specific topics including abbreviations, editorial revision, foreign language entries, government publications, serial issue identification proceedings, prefixes, and yearbooks. Specific examples are given for many entries, and entries are cross-referenced. The second section briefly discusses bibliographies from machine-readable data bases related to agriculture and allied sciences, including AGRICOLA and a number of specialized data bases maintained by the National Agriculture Library. Sample citations and recommended formats for various vendors are provided. A subject index is included, and a 27-item reference list cites existing standard and style manuals for bibliographic descriptions. (LMM)

ED 232 661 IR 050 295

Lindsey, Elizabeth
A Manual on Library Services for State Agencies of Michigan.
Michigan State Dept. of Education, Lansing.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- Guidelines; *Library Administration; *Library Cooperation; *Library Networks; Library Planning; *Library Services; Regional Cooperation; *State Agencies
IDENTIFIERS- *Michigan

Intended to serve as suggested guidelines for library and information services in state agencies, this manual was prepared for research; (3) library resources and their preservation; (4) library operations and services; and (5) international exchange and cooperation. Also included are a list of CLR program committees, task forces, and project participants; a listing of publications resulting from Council-supported programs and fellowships; financial information on CLR-supported projects; the CLR financial statements for fiscal year 1982, accompanied by a statement from an independent accountant; a summary of CLR program guidelines; and an index. (ESR)

ED 232 676 IR 050 320

Lofstrom, Mats
A Description of the Text Data Base System TDBS. Stockholm Papers in Library and Information Science.
Royal Inst. of Tech., Stockholm (Sweden). Library.
SPONS. AGENCY- National Swedish Board for Technical Development, Stockholm.
REPORT NO.- TRITA-LIB-4077
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Check Lists; *Computer Programs; *Databases; Foreign Countries; *Information Retrieval; Information Storage; *Online Systems; Specifications
IDENTIFIERS- *Database Management Systems; Sweden; *Text Handling

Because experience with large information retrieval (IR) and database management (DBM) systems has shown that they are not adequate for the handling of textual material, two Swedish companies--Paralog and AU-System Network--have joined in a venture to develop a software package which combines features from IR and DMB systems to form a Text Data Base System (TDBS) with text retrieval functions, structuring and immediate database updating capabilities, and a well-defined interface between the DBM system and an application program. The first version of TDBS will be implemented using a portable subset of Pascal on a VAX 11/780 and will be available during 1983. In this preliminary report, TDBS is specified as using the package concept of the Ada language. Following a list of TDBS features, the report describes: (1) TDBS data structure, with definitions of field types, composite types, databases, and an example of how to use the structuring facilities of TDBS; (2) TDBS data manipulation, including file handling, searching, and structure handling; (3) updating of TDBS files; and information on recent issues (e.g., arrival dates, claiming dates, double issues). Claiming letters and binding notices are controlled by parameters characteristic of each journal. The RAMAS bibliographic file includes the full Swedish Union Catalog of Scientific and Technical Serials/Periodicals (LIST TECH) and can be continuously updated as an online reference tool. The bibliographic main file has been extended to accept transformed records from the Swedish National Research Library System (LIBRIS) and further development is in progress towards an integrated system which will be used for online acquisition, check-in, circulation, and catalog operations dealing with monographs, periodicals, serials, conference proceedings, and multivolume works. The report provides (1) an introductory preface by Stephan Schwarz; (2) an article describing RAMAS; (3) appendices outlining RAMAS data structure and record formats; (4) a brief survey of the RAMAS programs; and (5) flow diagrams for the RAMAS Master Control and Periodicals Control Subsystems. (Author/ESR)

ED 232 691 IR 050 339

Bookstein, Abraham
Recent Developments in the Theory of Information Retrieval. Stockholm Papers in Library and Information Science.
Royal Inst. of Tech., Stockholm (Sweden). Library.
REPORT NO.- TRITA-LIB-6019
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Check Lists; *Information Retrieval; *Online Systems; *Probability; Relevance (Information Retrieval); Search Strategies
IDENTIFIERS- Boolean Logic; *Fuzzy Set Theory; *Weighted Term Searching

Recently considerable attention has been given in the online information retrieval literature to techniques for producing a weighted output of documents in response to a request. One approach tries to maintain the form of and relationships among requests as they appear in current Boolean logic-based systems, while extending it to permit a weighted output. It is based on the mathematics of fuzzy-set theory, which assigns each potential member of a set a degree of membership between zero and one with intermediate values denoting partial membership in the set. Another approach is based on

DESCRIPTIONS- *Community Involvement; Elementary Secondary Education; *Media Specialists; *Public Relations; School Community Relationship; *School Libraries
IDENTIFIERS- Fact Sheets; PF Project

Designed for elementary and secondary school library media personnel, this fact sheet briefly outlines the need for and methods of public relations. The document emphasizes that because library media programs are vulnerable to budget cuts, the need exists to educate those making fiscal decisions on the role of these materials in the curriculum. A 5-step guide for communicating information is outlined: (1) determine who sends the message; (2) decide the content of the message; (3) identify the audience; (4) seek vehicles for communication; and (5) determine the objective of the message and methods to evaluate its effectiveness. A list of reference materials on public relations is provided. (KC)

ED 232 705 IR 060 001

Laubacher, Marilyn R.
Computer Literacy. An ERIC Fact Sheet.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- Community Education; *Computer Literacy; *Curriculum Development; Definitions; *Educational Planning; Elementary Secondary Education; Higher Education; Literature Reviews; Social Problems; Teacher Education
IDENTIFIERS- *Computer Uses in Education; Fact Sheets; PF Project

Definitions of computer literacy, educational planning concerns, topics for a computer literacy course, computer literacy for teachers, and a community computer literacy project are addressed in this review of literature. Although no agreement exists among computer experts about what computer literacy is or should be, it is apparent that a national program of computer literacy need not have as its goal a single curriculum or set of requirements for everyone. It has been agreed that computer literacy should be available to all students, with the elementary and secondary schools bearing the largest responsibility for instruction. Some of the issues involved in planning for a computer literate society include: the question of whether computer-related skills are needed by everyone; provision

Surveys; Part Time Faculty; *Part Time Students; Private Colleges; Professional Associations; Public Education; Single Sex Colleges; Technical Institutes; *Two Year Colleges; Two Year College Students
IDENTIFIERS- *American Association of Junior Colleges

Based on data collected by the American Association of Junior Colleges (AAJC), this directory provides information on 635 junior colleges in the United States and its territories, Canada, and other selected countries for 1955-56. Following introductory material on the scope of the directory, tables provide statewide summaries of the following data for all junior colleges, and for public and private junior colleges: number of colleges, AAJC membership, student enrollments and status, and numbers of full- and part-time faculty. Next, the directory lists the colleges alphabetically by state, providing the following information for each: location; administrative head; AAJC membership; state recognition or accrediting agency; type of control or affiliation; co-educational or single-sex status; date founded; enrollments for 1955-56 broken down by freshman, sophomore, or unclassified status, adult enrollments, and full- or part-time status; and full- and part-time faculty members. The following sections provide a list of individual AAJC members; an alphabetical listing of junior colleges; a directory of national and regional junior college organizations; and a directory of junior college honorary societies and social organizations. Finally, an analysis of junior college growth reviews changes in the number of colleges and enrollments from 1900 to 1956, the size and location of colleges, faculty numbers, types of colleges and forms of control, and accreditation agencies. (HB)

ED 232 720 JC 830 361

Bogue, Jesse, Ed.
Junior College Directory, 1958. Data for June 1, 1956 to May 31, 1957.
American Association of Junior Colleges, Washington, D.C.
PUB DATE- 58
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Accreditation (Institutions); Adult Students; *College Faculty; College Presidents; Community Colleges; *Educational Trends; *Enrollment; Full Time Faculty; *Full Time Students; National Surveys; Part Time Faculty; *Part Time Students; Private

Harper, William A., Ed.; And Others
Junior College Directory, 1971. Period Covering October 1969-August 1970 and Fall Enrollment for 1970.
American Association of Junior Colleges, Washington, D.C.; ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
PUB DATE- 71
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Numerical/Quantitative Data (110) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- Accreditation (Institutions); Administrators; *College Faculty; College Presidents; Community Colleges; *Educational Trends; *Enrollment; Fees; Full Time Faculty; *Full Time Students; National Surveys; Part Time Faculty; *Part Time Students; Private Colleges; Professional Associations; Public Education; Single Sex Colleges; Technical Institutes; Tuition; *Two Year Colleges; Two Year College Students
IDENTIFIERS- *American Association of Junior Colleges

Based on a survey conducted by the American Association of Junior Colleges (AAJC), this directory provides information on 1,091 community, junior, and technical colleges and two-year branch campuses in the United States, its territories, and selected other countries, including data on 1969-70 enrollments, personnel, and student costs. Following material on the scope of the directory, and analysis of two-year college growth is presented. Next, the directory lists the colleges alphabetically by state, including the following information for each: location; chief administrative head; year classes began; type of control or affiliation; AAJC membership; state recognition or accrediting agency; programs (i.e., transfer and/or occupational); co-educational or single-sex status; October 1969 enrollment of full- and part-time freshman, sophomore, and unclassified students; October 1969, summer 1970, and October 1970 total enrollments; full- and part-time faculty and administrators in 1970-71; and tuition per academic year for in-district, out-of-district, and out-of-state students. Statewide enrollment summaries are then provided for all institutions and for public and independent schools, followed by tables showing distribution by size of enrollment in two-year colleges. Information on changes in institutions since the previous year, AAJC, junior college organizations, and state administrators of two-year college education is presented in the final sections. (AYC)

Students; National Surveys; Part Time Faculty; Part Time Students; Private Colleges; Professional Associations; Public Education; School Schedules; Technical Institutes; Tuition; *Two Year Colleges; Two Year College Students

IDENTIFIERS- *American Association of Community and Junior Colls

Based on a 1982 survey of all accredited two-year institutions in the United States and members of the American Association of Community and Junior Colleges (AACJC) in other countries, this directory provides a comprehensive list of 1,219 community, junior, and technical colleges, as well as statistics on enrollments and staffing for each. Following introductory material on the uses of the directory, information is presented on the AACJC, its mission and goals, and affiliated councils and associates. After explaining how to interpret the data, summarizing changes in institutions since the previous year, and defining key terms, the directory lists each two-year college alphabetically by state or country and provides the following information: location; chief executive officer; telephone number; year college classes began; type of control or affiliation; AACJC membership; state recognition or accrediting agency; type of academic calendar; October 1981 and 1982 full- and part-time and total enrollment; community education enrollment in 1981-82; full- and part-time and total faculty, professional staff, and administrators as of October 1982; and tuition and fees required in 1982-83. Next, tables are presented summarizing enrollment and personnel data by state for all institutions, and for public and independent colleges. Lists of community, junior, and technical college organizations and state administrators for two-year college education, and an alphabetical listing of colleges conclude the directory. Appendices include the AACJC Constitution. (AYC)

ED 232 746 JC 830 388

Hayward, Gerald C.
Consequences of 1983-84 Budget Cuts for California Community Colleges.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Budgets; *Community Colleges; *Financial Problems; Financial Support; *Retrenchment; *State Aid; State Government;

IDENTIFIERS- PF Project

There are 11 behavioral dimensions which parents and preschool teachers can use in assessing the development of preschool children. These dimensions are: (1) sleeping; (2) eating; (3) toilet habits; (4) range of affect or emotion; (5) variations in play; (6) curiosity; (7) acceptance of authority; (8) initiative; (9) interest; (10) spontaneous affection; and (11) enjoyment of the "good things of life." By observing children over a period of time, adults can use information related to these dimensions to determine whether or not a child is developing normally. (DC)

ED 232 761 PS 013 607

How Children Develop Racial Awareness. ERIC/EECE Short Report-2.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
CONTRACT- 400-78-0008
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Child Development; Childhood Attitudes; *Children; *Perceptual Development; *Racial Attitudes; Racial Identification; Social Science Research; Social Theories
IDENTIFIERS- PF Project

In contrast to the three-stage theory of attitude development proposed by Goodman (1964), Dr. Phyllis A. Katz, director of the Institute for Research on Social Problems, suggests that eight overlapping but separable steps occur in the acquisition of racial beliefs. The major points in Katz's schema are: (1) early observation of racial cues; (2) formation of rudimentary concepts; (3) conceptual differentiation; (4) recognition of the irrevocability of cues; (5) consolidation of group concepts; (6) perceptual elaboration; (7) cognitive elaboration; and (8) attitude crystallization. References are included. (Author/JW)

Non-Classroom Use (055)
DESCRIPTIONS- Career Development; *Career Exploration; *Career Planning; *Disabilities; *Employment; High Schools; *High School Students; *Job Skills; Vocational Education

Intended for handicapped high school students and their parents, the booklet poses questions designed to help in planning for work. Career interests and exploration is the first topic, addressed in terms of career education experiences in elementary, junior high, and high school. Work readiness skills (social, mobility, job seeking, and job holding skills) are briefly considered. Approaches to learning actual job skills--vocational education, special education, vocational rehabilitation, sheltered workshops, public service training programs, and part time jobs--are described. Individuals are advised to begin the work process by talking to someone knowledgeable, visiting a counselor to help in planning, seeking out the kinds of instruction needed, and exploring the community to locate ways to learn desired job skills. Examples of people with handicaps who are satisfied with their work situations are cited in the conclusion. (CL)

ED 232 362 EC 152 642

Larrivee, Barbara; Algina, James
Identification of Teaching Behaviors Which Predict Success for Mainstreamed Students.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Disabilities; Elementary Education; Elementary School Teachers; *Mainstreaming; Success; *Teacher Behavior; *Teacher Effectiveness; Time on Task

The final phase of a study investigating effective teaching behaviors for mainstreamed students involved 118 elementary teachers. Teachers provided information on mainstreamed students and a sample of students was randomly selected to represent classification categories (learning disabilities, behavior disorders, speech impairments, and hearing impairments). Classroom observations of 33 teaching behaviors and one attitude variable previously identified as characteristic of teachers effective with mainstreamed students were recorded and examined in relationship to student performance measures. Among the results were: (1) that the

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Compliance (Legal); *Disabilities; Elementary Secondary Education; *Interprofessional Relationship; *Pupil Personnel Workers; School Counselors; School Psychologists; School Social Workers; *Screening Tests; *Special Education Teachers; Student Evaluation; Student Placement; *Teamwork
IDENTIFIERS- Education for All Handicapped Children Act; Indianapolis Public Schools IN

Screening of students who may require special services by the Indianapolis Public Schools is conducted by Special Service Teams, which are composed of representatives of the special education, social services, psychological services, and guidance departments. The special services offerings of the team, case conferencing, and placement, are distinct and separate from curriculum division programs. In addition, the high schools have different kinds of needs requiring a different approach. Personal histories, for example, are taken from the high school student rather than from the parent. A problem occurring for all grade ranges is reevaluation, which is required by law every 3 years. Problems not readily solved include: paperwork to provide documentation for compliance, communication, the number of people involved in information sharing, the decision-making inertia shown by private schools, and student mobility. These factors contribute to problems of management in accomplishing the team's objectives and requirements of Public Law 94-142. Involvement of teachers in team meetings at points of decision-making has resulted in teachers feeling more a part of the team process, as well as their gaining new insights about both the child's problems and remediation approaches. Directives and memoranda released simultaneously by school districts has been an important method of communicating uniformly to the team members outside the group meeting. Providing an inservice for the respective buildings at least once a year conveys to staff the team's purpose, as well as providing a communication link. (SEW)

ED 232 379 EC 152 677

Yates, James R.
Preparing Personnel to Serve Learning Disabled Hispanics.
PUB DATE- Apr 83
LANGUAGE- English

IDENTIFIERS- Canada

The handbook, in the format of an open letter to parents of hearing impaired (HI) children, responds to surveyed parent needs on parent concerns, books, resources, parent rights, and effectiveness of the aural/oral education method. Following identification of four major parent concerns such as increased awareness of the importance of the medical profession for early identification of HI in children, parents are directed to the appendixes for reading and resource lists, and publications on parents rights (e.g. choosing the most appropriate education program). Research supportive of aural/oral education is reviewed, and eight statements based on the research, which indicate importance of speech training, are presented. Among eight promises made to parents by professionals is, "insist on...a cascade of educational options for your children." A bibliography contains 17 citations. Appendixes include recommended reading, a list of resource organizations, sources for parent rights information, "Guidelines for Evaluating Programs for Children with a Hearing Impairment," information on Canada, and information on 21 independent schools and programs providing auditory/oral education for HI children. (MC)

ED 232 393 EC 152 691

Pfeffer, J. S.; And Others
PROJECT PATS: "Potentially Academically Talented Students." Final Technical Report, 10/1/80-6/30/82.
Montgomery County Intermediate Unit 23, Blue Bell, Pa.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Curriculum; *Disadvantaged Youth; Elementary Education; *Gifted Disadvantaged; Higher Education; Models; *Pilot Projects; Private Schools; Program Descriptions; *Program Development; *Program Evaluation; Public Schools; Records (Forms)

The final report describes a 2-year pilot project to identify and program for disadvantaged potentially gifted students in grades 5-8. Two goals of the program are stated: (1) to establish a working partnership among public and nonpublic schools and higher education; and (2) to integrate disadvantaged potentially gifted with nondisadvantaged gifted students. Discussed are such aspects of the

Development; *Talent; *Talent Identification
IDENTIFIERS- *Alberta

A task force report on education for gifted and talented pupils in Alberta, Canada, provides information on the need and status of such programs. Three main sources of information were tapped: written and oral submissions, the research literature, and the knowledge and experience of task force members. Findings are reported in six general areas: the nature of giftedness, identification procedures, programs and delivery systems, inservice education and training of teachers, evaluation, and provincial initiatives. Issues and topics from written submissions are charted. Among recommendations offered by the task force are that 3-5% of the general school population be used as a guideline for proportions of gifted students; that identification involve several different procedures; that all school jurisdictions designate a staff member to be responsible for coordination and communication regarding the education of gifted and talented pupils; that responsibility for inservice teacher education be shared by appropriate agencies; and that research centers be established that are integrated with a provincial clearinghouse service. A summary of the report is provided in a separate document. (CL)

ED 232 409 EC 160 014

Richman, Gary, Ed.; Trohanis, Pascal, Ed.
More Perspectives on Public Awareness.
North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
SPONS. AGENCY- Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities
PUB DATE- 77
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Developmental Disabilities; *Mass Media Effects; Organizations (Groups); *Publicity; Public Relations
IDENTIFIERS- *Developmental Disabilities Councils

The booklet examines approaches in public awareness that may be used by Developmental Disabilities (DD) Councils. The eight chapters are explained to be an outgrowth of a national meeting of DD Councils. L. Wiseman, in "Beyond the Sixty-Second Solution," suggests that political action should be thought of as a public awareness resource, and that measurement of public awareness

ED 232 425 EC 160 034

Anderson, Daniel D.
Assessment and Improvement of Related Services: "The Balancing Act."
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Ancillary School Services; Elementary Secondary Education; Models; *Multiple Disabilities; *Planning; Program Design; *Program Development; *Resource Allocation; Resources; *Severe Disabilities; Staff Utilization
IDENTIFIERS- Hawaii; *Model T Project

Elements of effective planning in special education are considered, and a Hawaii project, Model T, is described. The project focuses on the process of making and evaluating resource decisions, such as decisions about the kind and frequency of related services staff time versus instructors' time. Microeconomic concepts such as diminishing returns and input substitution are used in decision making, particularly for severely/multiply impaired students requiring greater staff time and more related services. Early findings of the Model T project suggest that allowing individuals other than specialists, (i.e., parents, teachers, and aides), to carry out some planned related services activities without removing the student from the classroom will be more efficient and effective. A formula is described which depicts the possible resource combinations or substitutions to meet related service needs. (CL)

ED 232 426 EC 165 101

Pueschel, S. M.; Glasgow, R. E.
Down Syndrome * Sindrome de Down.
Down's Syndrome Congress, Chicago, IL. Board of Directors.
PUB DATE- 79
AVAILABLE FROM- Down's Syndrome Congress, 1640 W. Roosevelt Road,

Burckett-Evans, Jenifer
Comparison of the Productive Errors in Spanish First and Second Language Acquisition: A Preliminary Study.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- Adults; Age Differences; Children; *Error Analysis (Language); Error Patterns; Interference (Language); *Language Acquisition; Language Processing; *Second Language Learning; *Spanish

Productive errors in the Spanish of 3 Spanish-speaking children and 115 adults learning Spanish as a second language are analyzed. The errors are organized into three categories--lexical, morphological, and syntactic--and each category is further divided according to the type of cognitive error-processing strategy shown: simplification, reduction of syntactic redundancies, rule overgeneralization, native strategy, and developmental stage. The pattern of errors suggests that adults and children use similar cognitive processes in language acquisition, particularly in the area of rule overgeneralization. It is concluded that adult Spanish as second language acquisition is similar to child acquisition of Spanish as a native language. This conclusion suggests the plausibility of universal cognitive strategies for language acquisition that are neither language nor age specific. A list of the subjects' errors is appended. (Author/RW)

ED 232 442 FL 013 815

Sankoff, David; Poplack, Shana
A Formal Grammar for Code-Switching.
Linguistic Research, Inc., Edmonton (Alberta).
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTIONS- Bilingualism; *Code Switching (Language); English (Second Language); Language Usage; Puerto Ricans; Spanish; *Syntax

Formal means for describing the syntax of code switching are proposed and illustrated with examples from Puerto Rican Spanish and English. The role of code switching constraints in determining the way two monolingual grammars may be combined in generating discourse

Wraith, Josephine; And Others
Spanish Language Arts for the English Speaker. Teacher's Manual, Student Workbook, Teacher's Workbook and Vocabulary Picture Book: Level A.
San Diego City Schools, CA. Intercultural Language Program.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Curriculum Guides; Elementary Education; *Immersion Programs; Instructional Materials; *Language Arts; Learning Activities; Lesson Plans; *Second Language Instruction; *Spanish; Vocabulary; Workbooks

A teacher's guide and student and teacher workbooks for the first level of a multi-level instructional program for teaching Spanish as a second language to children whose native language is English are presented. Each level of the complete program contains a teacher's manual, a teacher's workbook and vocabulary picture book, a student's workbook, class and individual profile cards, and a testing packet. The teacher's manual provides objectives, vocabulary, language patterns and structures, reinforcement activities, workbook page references, communication activities, a list of supplementary materials, and story lessons. The teacher's workbook provides vocabulary pictures for use with the lessons. The student workbook contains vocabulary pictures to be duplicated for student use. (RW)

ED 232 461 FL 013 835

Morrison, Frances; And Others
French Proficiency and General Progress: Students in Elementary Core French Programs, 1973-1980, and in Immersion and Bilingual Programs, Grades 8, 10 and 12, 1980. Evaluation of the Second Language Learning (French) Programs in the Schools of the Ottawa and Carleton Boards of Education. Seventh Annual Report, December 1980.
Ottawa Board of Education (Ontario). Research Centre.
PUB DATE- Dec 80
AVAILABLE FROM- Research Centre, Ottawa Board of Education, 330 Gilmour St., Ottawa, Ontario K2P 0P9, Canada ($6.00).

Problems frequently encountered by Americans visiting or studying in Mexico are described. Idiomatic phrases that might confuse an American Spanish speaker are highlighted to illustrate how the Spanish taught in classrooms differs from the Spanish spoken in Mexico. The relevance of nonverbal communication norms to cultural assimilation is examined as another facet of language that is not taught in the classroom. Specifically, such topics as walking, dating, bargaining behavior, personal touch and space, chronemics, and apparel are addressed. Although those topics are not taught in Spanish language courses, they are vital to meaningful assimilation into Mexican culture. If these topics were presented in the classroom or in orientation sessions, a visit to Mexico would be more comfortable, enjoyable, and rewarding for the American visitor. (RW)

ED 232 477 FL 013 891

Valentine, D. Eugene
Using the Rally for Language Stimulation.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Educational Games; Higher Education; Learning Activities; *Second Language Instruction; Spanish

The value of a rally, or scavenger hunt, in providing opportunities for second language learning is described. Teams are made up of people who do not speak the same native language. The players then begin the hunt that is designed as a noncompetitive creative language practice through participation exercise. Past experience indicates that the hunt provides an opportunity for everyone to use the second language for creative, practical ends while students develop personal associations outside their own language group. The materials for the game are detailed and some sample clues provided. Participants must supply the answers from their own knowledge or frame suitable questions to passers by. The rally or hunt offers a wide variety of possibilities for practical and creative language practice. The packet of problems used in a rally in Spain designed to teach Spanish is appended. (RW) of certain fields of study in the United States; foreign students as "filler"; the export of higher education services; benefits to the local, state, and national economy; the special costs of foreign students; cost-benefit pricing of foreign student education; and the foreign student cash flow issue. Arguments for careful inquiry by the institution into the question of foreign students, and implications for institutional organization are briefly considered. Issues that especially call for national attention regarding economic, socio-organizational, and educational areas are also addressed. A list of positions of interviewees by state and institution is appended. (SW)

ED 232 493 HE 016 129

Peterson, David A.
Facilitating Education for Older Learners.
REPORT NO.- ISBN-0-87589-565-4
PUB DATE- 83
AVAILABLE FROM- Jossey-Bass Inc., Publishers, P.O. Box 62425, San Francisco, CA 94162 ($18.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Access to Education; *Adult Education; Adult Learning; Adult Students; *Aging (Individuals); Career Change; Cognitive Style; *Continuing Education; Higher Education; *Instructional Design; *Lifelong Learning; Middle Aged Adults; *Midlife Transitions; Older Adults; Preretirement Education; Retraining; Student Needs; Teaching Methods; Teaching Styles

A guide to help instructors and program planners understand the educational needs and characteristics of older learners is presented. Social, economic, and educational consequences of increasing longevity are identified. A brief history of education for older people is presented, and research and experience on adult and continuing education are analyzed. Recent study findings concerning crystallized intelligence that is maintained throughout adulthood as well as stereotypes about older persons' ability to learn are reviewed. Adjustments that can be made to increase the learning performance of older people are described, including slower pacing and making provisions for declines in vision and hearing.

education are discussed: the decentralized nature of the system, the fact that most colleges are chartered as individual corporate bodies, the multiple pattern of finances for higher education institutions, the diversity of academic programs, and the large numbers of students. The question of how these five attributes affect research is also addressed. It is noted that in the past 15 years, there has been much more attention to large-scale studies that generate data that are compatible over time. Various research programs sponsored by the federal, private, and university sectors are cited. Among the research topics that are identified are the following: management, planning, communication, student enrollments, faculty, teaching/learning processes, and educational technology. (SW)

ED 232 508 HE 016 381

Berve, Nancy M.
Survey of the Structure of State Coordinating or Governing Boards and Public Institutional and Multicampus Governing Boards of Postsecondary Education as of January 1, 1983.
Education Commission of the States, Denver, Colo.
PUB DATE- 83
AVAILABLE FROM- Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTIONS- Administrative Organization; *Agency Role; Budgeting; College Planning; Comparative Analysis; *Governing Boards; Institutional Characteristics; National Surveys; Postsecondary Education; Program Evaluation; Public Education; Resource Allocation; *State Boards of Education; *State Colleges; Statewide Planning; Trustees
IDENTIFIERS- Higher Education Act 1965

Results of an updated survey on the basic legal structures and responsibilities of state coordinating or governing agencies and public institutional governing boards are presented. The data cover the 50 states and the District of Columbia as of January 1, 1983. For each state, information is presented on the following: (1) the structure of the statewide, or central, coordinating/governing boards; (2) the basic responsibilities of these agencies; (3) the structure of both the central (statewide) coordinating and/or to be related to perceptions of student difficulty. Teachers attributions of the causes for student difficulties were as follows: effort (30 percent), personality characteristics (30 percent), talent (40 percent), study skills (55 percent), and concreteness (45 percent). Teachers who viewed the world in terms of absolute truths, attributed the difficulties of their students to the relatively stable causes of talent and personality. (SW)

ED 232 523 HE 016 417

Roberts, Adrian R.
College Composition Through an Interdisciplinary Approach.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Curriculum; Departments; Higher Education; *Interdisciplinary Approach; Program Descriptions; Team Teaching; *Undergraduate Study; *Writing (Composition); *Writing Instruction

College interdisciplinary programs that focus on student writing are reviewed, and research and criticisms of these programs are briefly addressed. Features of 12 interdisciplinary programs emphasizing writing at the undergraduate level are summarized. The following are among the conclusions offered: (1) a growing number of higher education authorities have begun to recognize the potential value of an interdisciplinary approach to college composition; (2) the majority of college interdisciplinary programs have been instituted within the last decade; (3) English departments are consistently looked upon to furnish the leadership and effective writing models for interdisciplinary composition programs; (4) team teaching and planning efforts among professors from various departments are important; and (5) some of the major problems associated with instituting interdisciplinary programs have been primarily administrative and attitudinal. The 12 programs are offered at the following colleges: the Beaver College, Boston University, California State University at Dominquez Hills, Ithaca College, School of the Ozarks, Temple University, West Chester State College, Western Michigan University, University of California at Davis, University of California at Los Angeles, University of Michigan, and the University of Minnesota. (SW)

that provide faculty with guidelines to plan curricular change, the college created a curriculum by administrative fiat. Questions regarding the legitimacy of the changes and the integrity of home economics degrees, the position of the Lehman Senate, and communications with CUNY Central Administration and state officials are addressed. (SW)

ED 232 538 HE 016 435

Bess, James L.
Faculty Perspectives on Administrator Effectiveness.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrator Evaluation; Deans; Decision Making; Goal Orientation; Higher Education; *Organizational Theories; *Personality Traits; *Role Perception; *Teacher Administrator Relationship; *Teacher Attitudes

The sources of faculty perspectives on the personal effectiveness of administrators are analyzed. It is proposed that faculty will be predisposed to see administrators in different lights, depending on structural elements in decision making and the orientation of the faculty members. Attention is directed to Talcott Parson's theory for classifying the types of decisions that are made in all organizations: adaptation, goal attainment, and integration and latency. A schema for understanding and/or classifying different kinds of organizations is also considered, based on the typology of Jeffrey Pfeffer, who characterized organizations as one of four types: professional, collegiate, political/coalition and centralized/bureaucratic. The kinds of power that are available to deans, and conditions that influence faculty perceptions of different types of power as legitimate are also addressed. To examine the idiographic influences on faculty perceptions of administrator effectiveness, Kilmann and Herden's theory of faculty personality predispositions is analyzed. Finally, the role theories of Katz and Kahn and the path-goal theory of Robert House are employed to integrate the theoretical perspectives. (SW)

ED 232 553 HE 016 474

Ironside, Ellen M.
Women as Administrators in Higher Education: Qualitative Data for Value Questions. ASHE 1983 Annual Meeting Paper.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Administrator Attitudes; *Administrator Characteristics; Administrators; *Career Ladders; *College Administration; *Employment Experience; *Females; Higher Education; Interviews; *Leadership Styles; Occupational Aspiration
IDENTIFIERS- *ASHE Annual Meeting

The career paths and backgrounds of 30 upper-level women administrators in 25 North Carolina four-year public and private institutions were evaluated. These women occupied the highest or next-highest positions within a given category and held a doctorate or equivalent. Structured interviews covered background and education; work history; and the influence of family, friends, and mentors. Their views of college administration, the work climate, and the potential for women in the field were also surveyed. These administrators possessed a wide range of engaging personal qualities and they became expert at career strategies that utilized experience and made the most of talents. They accepted responsibility and valued work, which resulted in sustained performance and a record of achievement. Early role models appeared to be important, as were family attitudes, expectations, support, and trust. It appears that administrative leadership positions can be attained through pathways not totally within academe, although appropriate academic credentials are a requirement. What is needed most is adaptability and a wide range of qualities and skills. Finally, attainment of these high-level careers may have been more the outcome of personal goals than of career planning and precise patterns of preparation. An interview guide is appended. (SW)

ED 232 554 HE 016 475

Fenske, Robert H.; Porter, John D.
Policy Analysis Implications of a Model to Improve the Delivery of Financial Aid to Disadvantaged Students. AIR 1983 Annual Forum Paper.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Access to Education; Compliance (Legal); Computer Oriented Programs; *Economically Disadvantaged; Eligibility; *Financial Aid Applicants; *Financial Policy; Higher Education; Models; Political Issues; *Student Financial Aid
IDENTIFIERS- *AIR Forum; *Arizona State University

The role of institutional research in policy analysis regarding the operation of a computer model for delivery of financial aid to disadvantaged students is considered. A student financial aid model at Arizona State University is designed to develop a profile of late appliers for aid funds and also those who file inaccurate or incomplete applications. The unmet financial need of these students is then projected for the various campus-based aid programs, allowing the aid officer to inventory and stockpile such funds to later serve these students with special needs (usually disadvantaged students). However, although disadvantaged students may have difficulty in completing accurate, timely aid applications, most institutions have a first-come, first-served policy for obtaining financial aid. Setting aside funds for late appliers involves many pragmatic, legal, and public relations matters. The involvement of an institutional research unit of any college using the model is likely to be central, and exemplifies the type of policy analysis implications inherent in any research activity that affects social policy. To respond effectively to the dilemmas identified, institutional researchers need to understand the decision-making framework and values of decision makers at the college. (SW)

ED 232 569 HE 016 493

Clark, Sheldon B.; Nichols, James O.
Increasing the Precision of Estimates in Follow-Up Surveys: A Case Study. AIR 1983 Annual Forum Paper.
PUB DATE- May 83

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Burnout; *Coping; Higher Education; *Institutional Research; Morale; Negative Attitudes; Psychological Patterns; *Researchers; *Stress Variables; *Work Attitudes; Work Environment
IDENTIFIERS- *AIR Forum

Job stress among institutional researchers and approaches to managing or coping with stress are considered. In considering different types of stressors and stress reactions, it is noted that stress from all sources is cumulative and cannot be ignored during the workday, and that both pleasant and unpleasant happenings can result in stress. One source of stress for the institutional researchers is their tendency to work with and depend upon a number of other persons and offices without having any direct control. In addition, there is little extrinsic recognition for the work of institutional researchers, which often involves sensitive data and issues that must be treated neutrally without publcity. Physically, excess stress causes such symptoms as fatigue, muscle tension, and susceptibility to illness. Prolonged stress can lead to depression, boredom, and negative attitudes about work and others, as well as poor performance (i.e., burnout). Five suggestions for managing stress are offered. The following conclusions are offered: stress is real and can become serious; family stress cannot be ignored during working hours, and job tensions cannot be left at the office; and stress cannot be avoided, but must be managed. (SW)

ED 232 584 HE 016 508

Cooper, Edward M.; Gackenbach, Rusty
Strategic Marketing Evaluation: A Focus Area for Institutional Research. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Planning; *Economic Factors; Educational Finance; Higher Education; *Institutional Advancement; *Institutional Research; *Marketing; Models
IDENTIFIERS- *AIR Forum; *Strategic Planning; United States (Rocky Mountain States)

The level of awareness, knowledge, and current practices regarding

Dumont, Richard G.; Jones, James T.
Discriminant Analysis Applied to Basic Skills Programs. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Ability; *Basic Skills; *College Freshmen; *Discriminant Analysis; Higher Education; Institutional Research; Intervention; *Predictor Variables; *Remedial Instruction; Remedial Mathematics; Remedial Reading; Student Attitudes; *Student Characteristics; Success; Writing (Composition)
IDENTIFIERS- *AIR Forum

The statistical technique of discriminant analysis was applied to selected remedial education programs within a statewide system of higher education in the Southeastern United States in an effort to explore that technique's potential for identifying student characteristics (variables) that discriminate between those who are successfully remediated as a result of such programs and those who are not. Attention is focused on the remedial programs at a regional university of about 5,000 students, which offered freshmen remedial courses in mathematics, composition, and reading. The discriminant analysis applied to the remedial mathematics course revealed three variables predictive of successful remediation: math pretest score, perceived usefulness of course, and race. For the remedial composition course, the most predictive variables, in order of importance, were age, confidence in ability to master composition, sex, composition pretest score, perceived usefulness of course, and race. Lastly, for the remedial reading course, the reading pretest score and courses's perceived usefulness were the important predictor variables. Descriptions of all the variables and associated codes are included. (Author/SW)

ED 232 599 HE 016 523

Masland, Andrew T.
The Integrator Role in Academic Computing. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

specific types of management strategies are distinguished. (SW)

ED 232 613 HE 016 603

Grites, Thomas J.
Academic Advising: A Supplemental Bibliography.
National Academic Advising Association, Pomona, NJ.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Academic Advising; Academic Persistence; Bibliographies; College Curriculum; *College Students; Computer Oriented Programs; Decision Making; Evaluation Methods; *Faculty Advisers; *Helping Relationship; Higher Education; *Peer Counseling; Professional Development

A bibliography on academic advising in higher education is presented that contains 196 journal sources and 58 unpublished sources from 1960 through June 1983. The document is designed to assist both practitioners and researchers and includes many specific aspects of the process, including faculty advising, peer advising, computer-assisted advising, advisor training programs, advising centers, retention efforts, and evaluation instruments. The bibliography focuses on entries that are not already included in the Educational Resources Information Center (ERIC) system under the "academic advising" descriptor. (Author/SW)

ED 232 614 HE 016 606

Birnbaum, Robert; Inman, Deborah
The Relationship of Academic Bargaining to Changes in Campus Climate.
ASHE 1983 Annual Meeting Paper.
PUB DATE- 26 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

(Stated): To teach the alphabet and numbers in a pleasing fashion by means of association. INSTRUCTIONAL PREREQUISITES (Inferred): The ability to manipulate the computer system, especially the keyboard. CONTENT AND STRUCTURE: "My First Alphabet" serves as a remedial reinforcement as well as a number and alphabet learning program. The package provides optional selections for the user, depending on how the program is used. Users may select prompts or answers. ESTIMATED STUDENT TIME REQUIRED: Thirty minutes to one hour per day. POTENTIAL USES: The package is appropriate for group work in the classroom or for home use. For children just beginning to use the program, a great deal of adult supervision will be needed. The program is quite noisy and could disturb children working on other projects nearby. MAJOR STRENGTHS: 1. The graphics are excellent, 2. The sound rewards are varied, 3. The program relies on association to teach, rather than on drill, 4. The program is stimulating and enjoyable. MAJOR WEAKNESSES: 1. A letter or number should be drawn before the picture is presented so that children have enough time to study its [illegible]. 2. Motion of graphics and prompts across the screen should be from left to right to encourage children with Dyslexia to read in [illegible] direction, 3. If the program were used wih a voice synthesizer, children would not have to depend on an adult to be sitting with them, 4. The disk is required at most times in the program, 5. Exit from the program is only possible at the end of each presentation or respond, which renders the documentation pointless. EVALUATION SUMMARY: Evaluators indicate they would use or recommend use of this package with little or no change. (Author)

ED 232 626 IR 020 014

Grammar Package 1. MicroSIFT Courseware Evaluation.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- 22 Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Programs; Drills (Practice); *Grammar; Intermediate Grades; Microcomputers; Sentences
IDENTIFIERS- Apple II; Commodore PET; Courseware Evaluation; Microcomputer Software and Info for Teachers; PF Project; Software Evaluation; *Software Reviews; TRS 80 Model I; TRS 80 Model III

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT (Except for the Evaluation Summary Table): VERSION: TRS-80. PRODUCER: Micro Learning

DOCUMENTATION AVAILABLE: In supplementary materials--instructional objectives, sample program output, program operating instructions, teacher's information, student's instructions. INSTRUCTIONAL OBJECTIVE: (STATED) To provide drill and practice for elementary students in grades 1-2 in the areas of beginning consonants, ending consonants and median vowels. INSTRUCTIONAL PREREQUISITES: None stated. CONTENT AND STRUCTURE: The student is presented with a TV screen and a word with a letter underlined. There are several other single letters presented. If one of those letters selected by a student makes a new word, it appears on the TV screen. The stimulus remains until all correct choices are made, then goes on to the next word and letters. Student planning/record keeping is included. Teacher can also create their own lessons. POTENTIAL USES: This package is most appropriate for use with individuals or small groups. MAJOR STRENGTHS: It is easy to operate once the student knows what to expect. The capability in this program for the teacher to author appropriate material for students is a real plus! By following directions in program and reading documentation carefully, the process is very easy. Record keeping for students is a strong point in that it tells not only how many were missed, but exactly what was missed. MAJOR WEAKNESSES: Uses the same visual display for all lessons and could be monotonous. Students would have to be told what clues to look for to know it is time to move on. For example, if they have not made all choices possible, the computer will wait--and wait. No directions are given to students on screen. The rewards are not particularly exciting, and would seem not to be a motivator in themselves. EVALUATION SUMMARY: Evaluators indicated they would use or recommend use of this package with little or no change. (Author)

ED 232 637 IR 020 025

Evolut. MicroSIFT Courseware Evaluation.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Academically Gifted; *Computer Assisted Instruction; *Computer Programs; Evolution; *Genetics; High Schools; Microcomputers; Postsecondary Education; *Science Instruction; Simulation
IDENTIFIERS- Apple II; Apple II Plus; Courseware Evaluation;

CONTRACT- LC-2327
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Library Administration; Library Facilities; Library Networks; Library Personnel; Library Planning; *Library Services; *Library Standards; National Programs; *Physical Disabilities; Publicity; *Resource Materials; *Visual Impairments
IDENTIFIERS- Library of Congress; *National Library Service for the Blind

Based on observations made at the National Library Service for the Blind and Physically Handicapped (NLS) on September 8, 9, and 10, 1982 and on documents supplied by NLS, this report compares standards published in the 1979 document entitled "Standards of Service for the Library of Congress Network of Libraries for the Blind and Physically Handicapped" with five areas of NLS operations: (1) organization, administration, budget, and planning; (2) personnel and facilities; (3) resource development; (4) service to users; and (5) public education and information services. It is noted that NLS provides braille materials, cassettes, hard and flexible disk books, playback equipment and accessories, musical scores, books about music, and music instructional materials to eligible Americans living in the United States and abroad, by means of a cooperative network of libraries. The report states that NLS meets all the major standards for resource development and user service and that it meets or exceeds most of the other required standards. An NLS organizational chart and a list of nine recommendations for improving the internal operation of NLS and its service to the network are provided. (ESR)

ED 232 647 IR 050 267

Anderson, Margaret B.
Online Petroleum Industry Bibliographic Databases: A Review.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- *Databases; Glossaries; *Information Services; *Online Systems; *Petroleum Industry; Reference Services
IDENTIFIERS- *Bibliographic Data Bases

This paper discusses the present status of the bibliographic database industry, reviews the development of online databases of use by administrators, librarians, and other agency staff. The first section provides information for the agency director on state agency libraries and their administration, personnel, the librarian's role, facilities and location, budget, collection, services, accountability, reports, and interlibrary cooperation. This is followed by an outline of issues and concerns in library planning. Extensive information provided on the organization of the state agency library covers technical processes, acquisitions, selection of documents, the vertical file, collection classification, cataloging, and weeding the collection. Guidelines for administering the agency library cover materials loan and interlibrary loan, copyright law, users with vision problems or physical disabilities, and annual reports. Focusing on library use, the final section considers reference databases, publicity, library maintenance and procedures, and the importance of the agency library. Eight appendices include a list of local and state resources, Council of State Agency Libraries bylaws, a list and map of regions of cooperation, rules for filing catalog cards, information for ordering the United States Government Books Catalog, a table of frequently used measurements for library space planning, and a list of sources of equipment and supplies. (LMM)

ED 232 662 IR 050 296

Minister's Task Force on School Libraries. Report.
Nova Scotia Dept. of Education, Halifax.
PUB DATE- Mar 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Audiovisual Aids; Elementary Secondary Education; Financial Support; Foreign Countries; *Individual Needs; *Learning Resources Centers; *Library Networks; *Library Services; Needs Assessment; Policy Formation; Public Libraries; Regional Libraries; *School Libraries
IDENTIFIERS- Nova Scotia

A survey of the school library situation in Nova Scotia found an uneven distribution of such library services. Results of the study support (1) the establishment of library service on a district or regional basis with a coordinator of library services and a library resource center as a minimum for each district; (2) a stated policy, guidelines, and professional and financial assistance for regional library programs from the provincial Department of Education; (3)

(4) the interface between TDBS and an application program. A list of eight references and an appendix defining the eight Ada packages which are used to specify TDBS conclude the report. (ESR)

ED 232 677 IR 050 322

Educational Facilities Thesaurus. Permuted Descriptor List, 1981. Report Studies...S.81.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.
REPORT NO.- ED-81/WS 121
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- *Building Design; *Construction (Process); Construction Materials; *Educational Equipment; *Educational Facilities Design; *Educational Facilities Planning; Permuted Indexes; Structural Elements (Construction)

Some 2,500 descriptors dealing with the planning and design of educational buildings and equipment are included in this permuted index which was developed by the architects of the United Nations Educational, Scientific, and Cultural Organization's (Unesco's) Educational Facilities Section, the Unesco Regional Offices Educational Facilities units, and a thesaurus expert. The educational terms selected deal mainly with planning, administration, and financing. Terms dealing with the technical aspects of building, such as construction processes, building components, construction systems, and building materials and services, are also included, as are concepts from related subject fields in science, technology, the social sciences, and culture. It is noted that this thesaurus has been incorporated into Unesco's computerized information system and that it is stored within the "EDFAC data base." (ESR)

ED 232 678 IR 050 323

the mathematics of probability. It represents requests by sets of terms, and, by means of feedback information, assigns a weight to each term. Documents are ordered by the sum of weights of the terms in the request that match those in the documents. This paper provides an overview of both approaches and their advantages and disadvantages. It also outlines a basic theory of information retrieval, discusses the characteristics and problems of using Boolean logic in information retrieval, and lists areas for continuing research. An appendix describing mathematical constraints on fuzzy-complements and a 21-item bibliography conclude the paper. (Author/ESR)

ED 232 692 IR 050 340

Report of the Council on Library and Network Development on Regional Organizations for Interlibrary Cooperation and Resource Sharing: The Development of Multitype Library Systems in Wisconsin. Bulletin No. 3226.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.

PUB DATE- Dec 82

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- Check Lists; Guidelines; *Library Cooperation; *Library Networks; *Library Planning; Program Development; Public Libraries; *Shared Services; State Aid; State Programs; *Statewide Planning

IDENTIFIERS- *Multitype Library Networks; *Wisconsin

Completed in partial fulfillment of Wisconsin Statutes, Chapter 347, Laws of 1979, this Council on Library and Network Development (COLAND) report makes recommendations for developing multitype library systems in Wisconsin to facilitate resource sharing between public, school, academic, and special libraries. It is noted that the recommendations (1) advocate building on an existing statutory structure, public library systems, in the development of multitype library systems; (2) support enabling legislation for area multitype library systems within 3 to 5 years; (3) advocate a gradual transition into area multitype library systems; (4) do not negate the Council's priority for adequate funding for public library systems; (5) recognize that an additional amount of state funding will be required for area multitype library systems; and (6) for inservice and preservice teacher training; the political, social, and economic implications of computer technology; isolation and separatism among students using computers; and health and safety aspects. Course topics could include history of computers, programming, computer systems, and the social effects of computers. Community educators can sponsor a computer literacy project at a public library, offering "hands-on" instruction for patrons. A list containing curriculum materials on computer literacy, examples of recent journal articles on the topic, and general reference sources are also provided. (KC)

ED 232 706 IR 060 003

Vaughn, B. J.
Careers for Information Professionals. An ERIC Fact Sheet.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- *Careers; College Programs; *Employment Opportunities; Higher Education; *Information Science; *Information Scientists; Professional Associations
IDENTIFIERS- Fact Sheets; PF Project

Intended for individuals preparing for careers as information professionals, this fact sheet provides background information and discusses programs, areas of job opportunities, and specific positions. The information professional is described as competent in a subject area as well as in information collection and dissemination techniques; the profession itself is noted as service oriented. Four basic areas in the information profession are listed: operations, management, design, and research. The document notes that such positions are found in both public and private sectors. A list of relevant reading materials, and organizations and colleges to contact for further information is provided. (KC)

ED 232 707 IR 060 004

Colleges; Professional Associations; Public Education; Single Sex Colleges; Technical Institutes; *Two Year Colleges; Two Year College Students
IDENTIFIERS- *American Association of Junior Colleges

Based on data collected by the American Association of Junior Colleges (AAJC), this directory provides information on 652 junior colleges in the United States and its territories, Canada, and other selected countries for 1956-57. Following introductory material on the scope of the directory, tables provide statewide summaries of the following data for all junior colleges, and for public and private junior colleges: number of colleges, AAJC membership, student enrollments and status, and numbers of full- and part-time faculty. Next, the directory lists the colleges alphabetically by state, providing the following information for each: location; administrative head; AAJC membership; state recognition or accrediting agency; type of control or affiliation; co-educational or single-sex status; date founded; enrollments for 1956-57 broken down by freshman, sophomore, or unclassified status, adult enrollments, and full- or part-time status; and full- and part-time faculty members. The following sections provide a list of individual AAJC members; an alphabetical listing of junior colleges; a directory of national and regional junior college organizations; and a directory of junior college honorary societies and social organizations. Finally, an analysis of junior college growth reviews changes in the number of colleges and enrollments from 1900 to 1957, the size and location of colleges, faculty numbers, types of colleges and forms of control, and accreditation agencies. (HB)

ED 232 721 JC 830 362

Gleazer, Edmund J., Jr., Ed.
Junior College Directory, 1959. Data for June 1, 1957 to May 31, 1958.
American Association of Junior Colleges, Washington, D.C.
PUB DATE- 59
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Accreditation (Institutions); Adult Students; *College Faculty; College Presidents; Community Colleges; *Educational Trends; *Enrollment; Full Time Faculty; *Full Time Students; National Surveys; Part Time Faculty; *Part Time Students; Private

ED 232 734 JC 830 375

Connor, Aikin, Ed.; And Others
Junior College Directory, 1972. Period Covering October 1970-August 1971 and Fall Enrollment for 1971.
American Association of Junior Colleges, Washington, D.C.
PUB DATE- 72
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Accreditation (Institutions); Administrators; *College Faculty; College Presidents; Community Colleges; *Enrollment; *Enrollment Projections; Fees; Full Time Faculty; *Full Time Students; National Surveys; Part Time Faculty; Part Time Students; Private Colleges; Professional Associations; Public Education; School Schedules; Single Sex Colleges; Technical Institutes; Tuition; *Two Year Colleges; Two Year College Students
IDENTIFIERS- *American Association of Junior Colleges

Based upon data collected annually by the American Association of Junior Colleges (AAJC), this directory provides information on 1,111 community, junior, and technical colleges and two-year branch campuses in the United States and its territories, including 1970 and 1971 data on enrollments and personnel. Following introductory material on the scope of the directory, projections are presented for total enrollments and numbers of colleges for 1972 to 1981. Next, the directory lists colleges alphabetically by state or country and provides the following information for each: location; chief administrative head; telephone number; year classes began; type of control or affiliation; AAJC membership; state recognition or accrediting agency; types of programs (i.e., transfer and/or occupational); co-educational or single-sex status of school; October 1970 enrollments broken down for full- and part-time freshman, sophomore, and unclassified students; total October 1970 enrollment; enrollment in summer session 1971; October 1971 enrollment; full- and part-time faculty and administrators in 1971-72; tuition or all-inclusive fee; and type of academic calendar. Next, tables provide statewide enrollment and personnel summaries for all institutions and for public and independent colleges and show the distribution of two-year colleges by size. Lists of changes in institutions since the previous year, community and junior college organizations, and state administrators for

*Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

The Governor of California's veto actions on the 1983-84 Budget Bill amounted to a cut of $232 million, eliminating the funding necessary to implement equalization, inflation, and growth provisions. This funding cut will result in a 12% decline in the real buying power of community college budgets. The Governor's cut is particularly unfortunate since it comes on the heels of 1982-83's $30 million cut and a 5-year period during which the buying power of college revenues fell by one-fourth and of budget reserves by three-fourths. The results of the budget cut will include the following: (1) statewide, over 15,000 course sections, or 10% of instruction, will be cancelled; (2) approximately 10,000 staff, largely part-time faculty, will be laid off; (3) an estimated 163,000 students will be lost; (4) the ability of community colleges to offer programs in high demand areas of business, engineering, and related fields will be particularly impaired; (5) efforts to improve student retention through better assessment and counseling will be impossible; and (6) many other support services for those students who remain will be discontinued. Appendices include graphs displaying the results of the Governor's veto and the decline in college buying power, charts detailing the impact of the veto actions on each district's budget, a historical summary of community college budget reductions since 1978, and a summary of 1982-83 cutbacks. (Author/AYC)

ED 232 747 JC 830 390

Donnangelo, Frank P.; Santa Rita, Emilio D.
The Effects of Two College Orientation Courses upon the Academic Performance and Retention of Entering Freshmen.
Bronx Community Coll., N.Y.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Academic Persistence; *College Freshmen; Community Colleges; Credit Courses; *Grade Point Average; Noncredit Courses; Required Courses; *School Orientation; Two Year Colleges; Two Year College Students

In fall 1981, entering freshmen at Bronx Community College (BCC) were encouraged to attend a 10-week non-credit orientation course

ED 232 762 PS 013 608

Characteristics of Children's Play. Short Report.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 400-78-0008
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Evaluation Criteria; Guidelines; *Play; *Young Children
IDENTIFIERS- PF Project

To help teachers understand or evaluate young children's play, six features of play are described. These features, derived from research, are: (1) intrinsic motivation; (2) attention to means rather than ends; (3) nonliteral behavior; (4) freedom from external rules; (5) self rather than object; and (6) active engagement. Related documents from the Educational Resources Information Center (ERIC) and a list of references are provided. (DC)

ED 232 763 PS 013 609

Parent/Teacher Talk.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
CONTRACT- 400-78-0008
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Elementary Secondary Education; Guidelines; Letters (Correspondence); *Parent Teacher Conferences; Telephone Communications Systems; *Verbal Communication
IDENTIFIERS- PF Project

use of sustaining feedback correlated with social status, academic learning time, and a behavioral factor; and (2) low off task rate, incidence of intervention, and student transition time correlated significantly with reading achievement, academic learning time variables, and a behavior factor. Other teacher variables related to successful performance of mainstream students include responding supportively to students, asking questions which receive correct student responses, and producing a low rate of criticism. (CL)

ED 232 363 EC 152 643

Larrivee, Barbara; Horne, Marcia D.
Classroom Teaching Behaviors Which Predict Peer Acceptance of Mainstreamed Students.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Disabilities; Elementary Education; Elementary School Teachers; *Feedback; *Mainstreaming; *Peer Acceptance; *Teacher Behavior

Thirty-three teacher behaviors previously identified as characteristic of teachers effective with mainstreamed students were examined for their effects on peer acceptance of the mainstreamed students. Elementary teachers (N=118) participated. Classroom observations were recorded and a group test of peer acceptance was administered. Correlational analyses were conducted controlling for length of time mainstreamed, hours of services provided, and sex. Results indicated that of the 33 teaching variables considered, only three correlated significantly with peer acceptance. Sustaining feedback, providing followup to students who give incorrect answers, was positively correlated to peer acceptance, while criticizing incorrect responses was negatively related. A high amount of teacher transition, or noninstructional time, was also related to low peer acceptance. Findings emphasized the importance of corrective, noncritical feedback. (CL)

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Bilingual Teachers; Educational Cooperation;
Elementary Secondary Education; Higher Education; *Hispanic
Americans; *Learning Disabilities; *Limited English Speaking;
Spanish Speaking; Special Education; *Special Education Teachers;
*Teacher Education Curriculum

Factors that can both facilitate and restrain the preparation of teachers of learning disabled Hispanics, and areas that should be included in such preparation are identified. Twelve similarities between bilingual education and special education are identified, including the following: specialized populations, specially defined instructional procedures and materials, specially identified and trained teachers and staff, and special financial resources and budgets. Constraints to the preparation of bilingual special educators are as follows: a history of difficulties in the integration of complementary disciplines, problems of power and territoriality, a trend toward reduction in the number of areas of preparation programs, constraint of teacher preparation time, and insufficient numbers of personnel for recruitment. Among the eight facilitating forces are the following: commonalities of experiences and backgrounds; legislated, litigated mandates to serve the unique populations; significant resources available; and developing awareness of unserved groups of students on the part of professionals. The following specialized content areas for the preparation of bilingual special educators are also briefly discussed: language skills, linguistics, social foundations, cultural foundations, educational foundations, human development and learning, psychopersonal domains, interpersonal relations, educational programming, developing and adapting curriculum, evaluating and selecting learning materials, producing learning materials, school-commmunity relationships, and assessment. A conceptual model for teacher training in this field is also addressed. (SEW)

ED 232 380 EC 152 678

Richman, Jack E.; And Others
An Integrated Evaluation Approach for the Handicapped Child 0 to Three Years.
PUB DATE- Apr 83
LANGUAGE- English

partnership model as four problems (e.g. bureaucratic obstacles), use of Pennsylvania State University as the site, and six project objectives (e.g. field testing of inservice strategies for local education agencies to deal effectively with disadvantaged gifted students). The first year is described in terms of four gaps (e.g. lack of trained staff); identification problems such as questionnaire wording; and programming consisting of spring courses, taught by university faculty, in mythology, mathematics, physics, and chemistry for grades 5-8, with 15 students in each course; and summer courses consisting of creative dramatics and physics for grades 5-6, architecture and Italian for grades 7-8, and swimming and counseling for all. Reported for the second year are evaluation of the first year with such changes as questionnaire rewording, and programmatic change consisting of offering only to grades 5-6 courses in "Wellth" (well plus health), creativity in art, mythology, architectural engineering, and peer counseling. Parent, faculty and student reactions are reviewed with favorable results and some criticism (e.g. need for faculty orientation). Five lessons from both years and six highlights such as success of the partnership model complete the report. Included in 13 appendixes are teacher questionnaires, intake forms for students and parents, a student followup form, and end-of-program parent and student evaluation questionnaires. (MC)

ED 232 394 EC 152 692

Josiassen, Jan L.
Notetakers, Tutors, & Educational Interpreters in Public Schools: A Project T.E.A.M. Training Manual.
Montgomery County Intermediate Unit 23, Blue Bell, Pa.
SPONS. AGENCY- Bureau of Elementary and Secondary Education (ED), Washington, D.C.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Curriculum; *Deaf Interpreting; Elementary Secondary Education; *Hearing Impairments; *Notetaking; Resource Materials; Teacher Aides; *Training Methods; *Tutors; Units of Study; Volunteers; Workshops

The curriculum is intended to train classroom aides or other volunteers to be notetakers and tutors, and provide information for programs is essential. In "Public Awareness as a Developmental Disability," G. Richman and P. Trohanis review stumbling blocks as well as successful approaches to effective public awareness efforts. Public awareness skill is the subject of three chapters: "Media Relations--Making DD News" by M. Galant and T. Knox; "More with Less" by D. Prince; and "Public Service Announcements for Radio and Television" by B. L. Cohen and G. Ackerman. Examples of public awareness activities are described in the final three papers: "Advocating Before the State Legislature" by D. Weber; "Dental Services for Handicapped Citizens" by L. Coffee; and "Information Project for Primary Care Physicians" by M. Paxton. (CL)

ED 232 410 EC 160 015

The EEN Triangle of Support: A Guide for Parents. A Parent Handbook That Explains Handicapped Education and Parental Rights and Responsibilities.

Wisconsin State Dept. of Public Instruction, Madison. Div. for Handicapped Children.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- WSDPI-Bull-3198
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Vocabularies/Classifications (134) Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- *Disabilities; *Due Process; *Educational Policy; Elementary Secondary Education; *Handicap Identification; Parent Materials; Referral; Screening Tests; State Standards; *Student Evaluation; *Student Placement
IDENTIFIERS- *Wisconsin

The booklet describes, for parents, Wisconsin's policies regarding identification, evaluation, and placement of children with possible exceptional educational needs. Information on identification touches upon child find, screening, and referral. The role of the multidisciplinary team in evaluating and developing an individualized education program is considered. Disagreement about placement is explained to lead to mediation or a hearing or appeal process, while complaints about services may lead to filing of a complaint. Due process procedures and rights regarding notice, consents, least restrictive environment, records, confidentiality,

Chicago, IL 60608 ($0.75 each; 100 copies, $50.00; 1,000 copies, $375.00).
LANGUAGE- English; Spanish
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Developmental Disabilities; *Downs Syndrome; Early Experience; *Genetics; Humanitarianism; Mainstreaming; Mild Mental Retardation; Moderate Mental Retardation; *Normalization (Handicapped); *Physical Characteristics
IDENTIFIERS- *Chromosome Abnormalities; Chromosomes; PF Project

Presented both in English and Spanish, the brochure is primarily concerned with biological and developmental characteristics of the person with Down's syndrome. An emphasis is on the valuable humanizing influence these individuals have on society. Brief sections in the document discuss the delayed developmental aspects of Down's syndrome; the characteristic physical features; a biological explanation of the chromosomal abnormalities causing Down's syndrome; prevention through the use of genetic counseling; the importance of early intervention, nursery schools, and public education; and the contributions people with Down's syndrome can make to society. Illustrative representations include: (1) a photograph of human chromosomes as seen through a microscope; (2) a graphic illustration of the cell division process in which the 21st chromosome undergoes disjunction; (3) a graphic illustration of the chromosome abnormality resulting in Down's syndrome; (4) a karotype of a girl with "Trisomy 21" Down's syndrome; (5) a karotype of a girl with "Translocation" Down's syndrome; (6) a graphic illustration of "mosaicism" occurring early in cell division; and (7) a graphic representation of the relationship between maternal age and the incidence of Down's syndrome. Each page includes photographs of children with Down's syndrome participating in everyday life as a reminder that children with Down's syndrome are more similar to the average child than they are different. (LH)

FL

ED 232 427 FL 013 555

containing code switches is analyzed. Intrasentential code switching is characterized as a development requiring competence in the two component codes and skill in manipulating the codes concurrently. Based on code switches in recordings of 20 Puerto Rican bilingual or Spanish-dominant speakers, the distinction between surface and deep code switches, the free union of two grammars, a code switching grammar, superscript conventions, probabilistic grammars, code switching frequencies and rates, and rule frequencies are discussed. Two linguistic constraints of code switching are identified: the free morpheme constraint and the equivalence constraint. The performance data provided quantitative confirmation of the validity of these constraints. (RW)

ED 232 443 FL 013 816

Carrell, Patricia L.; Richter, Gabriela

On Presupposition and Speaker-Beliefs: Empirical Investigation of the Theoretical Distinction Between "Plugs" and "Holes."

Linguistic Research, Inc., Edmonton (Alberta).

PUB DATE- 81

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)

DESCRIPTIONS- Adults; English; Linguistic Theory; Native Speakers; *Sentence Structure; *Verbs

IDENTIFIERS- *Presupposition

A study was conducted to verify Karttunen's (1973) theoretical linguistic distinction between verbs that function as "plugs" and those that function as "holes." Plugs are defined as performative verbs that block off a sentence's presuppositions so that they are not necessarily part of the speaker's own beliefs. Holes, on the other hand, are those verbs for which the presuppositions of the sentence necessarily form part of the speaker's beliefs. Adult native English speakers and adults learning English as a second language were administered a questionnaire with sentences containing plugs or holes. The subject's task was to judge for each sentence what the speaker of the sentence necessarily had to believe with respect to the presupposed information contained in the sentence. The results indicate that for both groups, the theoretical distinction between plugs and holes was not real. Both groups treated all the verbs as if they belonged to the category of holes. (Author/RW)

LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Academic Achievement; Elementary Secondary Education; *Fles; *French; *Immersion Programs; Language Proficiency; Program Effectiveness; *Program Evaluation; Second Language Instruction; *Second Language Programs

The effectiveness of alternative programs for teaching French as a second language in Ottawa and Carleton schools was evaluated. French proficiency, English skills, and academic achievement were assessed among students in grades 3-8 in the core French program, grades 4-6 in extended French, grades 10 and 12 in the bilingual program, and grade 8 students from primary and late entry immersion groups. In general, French proficiency scores were higher for those students who had the most exposure to French instruction, and gains in proficiency were made with each grade level. Among the immersion students, those who entered the program later had higher mathematics scores, but there was little difference with respect to English proficiency or achievement. (RW)

ED 232 462 FL 013 836

Morrison, Frances; And Others
Longitudinal and Cross-Sectional Studies of French Proficiency in Ottawa and Carleton Schools. Evaluation of the Second Language Learning (French) Programs in the Schools of the Ottawa and Carleton Boards of Education. Eighth Annual Report, December 1981.
Ottawa Board of Education (Ontario). Research Centre.
PUB DATE- Dec 81
AVAILABLE FROM- Research Centre, Ottawa Board of Education, 330 Gilmour St., Ottawa, Ontario K2P 0P9, Canada ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Elementary Secondary Education; *Fles; *French; *Immersion Programs; Language Proficiency; Listening Comprehension; Program Effectiveness; *Program Evaluation; Second Language Instruction; *Second Language Programs

Alternative programs for teaching French as a second language in Ottawa and Carleton schools were evaluated. The study included a cross-sectional replication of previous French listening comprehension testing of grade 4-8 students in the core French program, French proficiency testing of grades 10 and 12 primary and

ED 232 478 FL 013 892

Johns, Ann M.
Some Comments on the Nature of Chinese ESP Coursebooks.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Chinese; *English for Special Purposes; Higher Education; Instructional Materials; Second Language Instruction; *Textbook Content
IDENTIFIERS- *China

English for specific purposes (ESP) coursebooks compiled by writers in the People's Republic of China are described. Eight textbooks are examined focusing on their common features in terms of reading passages, reliance upon Chinese language, focus upon the Chinese environment, emphasis upon structural grammar, focus upon vocabulary, rhetorical modes of passages, exercise types, and skills emphasis. The major similarities are that all eight are reading translation texts, all emphasize vocabulary and sentence level grammar, and all defer to the needs of China and its students. These similarities may be due to the belief of Chinese scholars that there is a need for Chinese specific ESP materials. There are fewer differences than similarities among the texts. The differences are in terms of selection and gradation of grammatical items, vocabulary choices, topic appeal and categories, and use of visuals. (RW)

ED 232 479 FL 013 893

Blasky, Andrew, Ed.; Brooks, Lori B., Ed.
Cross Currents: Communication/Language/Cross-Cultural Skills, Volume X, Number 1, Spring 1983.
Language Inst. of Japan, Odawara.
PUB DATE- 83
AVAILABLE FROM- Alemany Press, P.O. Box 5245, San Francisco, CA 94101 ($6.00).
LANGUAGE- English

Attention is directed to the physical, perceptual, and attitudinal changes that older learners experience, as well as instructional methods that appear to be most effective for, and best received by, older learners. The variety of teaching and learning styles are also discussed. Actual models of current adult education are used to illustrate how to design and implement a wide variety of programs, including retraining, second-career preparation, preretirement education and planning for use of leisure, diploma and degree completion, recreation, and coping and change. (SW)

ED 232 494　　　　　HE 016 283

Communication and Collaboration between and within the Health and Educational Systems. Report on a Working Group. (Warsaw, Poland, November 10-14, 1980).

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

REPORT NO.- ICP/MPM-004-5113K
PUB DATE- Nov 80
AVAILABLE FROM- World Health Organization, Regional Office for Europe, 8 Scherfigsvej, Copenhagen, 2100 Denmark.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Case Studies; *Change Strategies; *Cooperative Programs; Educational Planning; Foreign Countries; *Health Personnel; *Health Services; Higher Education; *Institutional Cooperation; *Medical Education; Nursing Education; Primary Health Care
IDENTIFIERS- Poland; Sweden; Switzerland; *World Health Organization

A World Health Organization report concerning strategies for promoting communication and collaboration between and within the health and educational systems is presented. Changes that are needed to increase communication and collaboration are identified separately for the health services system and the health manpower training system. In addition to reviewing recommendations of past reports and research studies, attention is directed to case studies from Switzerland, Sweden, and Poland. These studies consider possibilities for improvement of communication and collaboration at different levels (national, institutional, professional, and individual), and specifically address the links between health care and medical education. Some reference is also made to the education of other health personnel, including nurses. For each level, governing boards and the public institutional and multicampus governing boards; and (4) the statewide agency responsible for the administration and allocation of federal funds under the Higher Education Act of 1965, as amended (including six federal programs). The third section contains the following information: the legal bases, number of institutions, and number of full- and part-time staff; the number of board members, whether elected or appointed, and the representation and term of office for those appointed; and the number of student and faculty members on these boards, their manner of appointment, whether statutory, voting or nonvoting, and term of office. (SW)

ED 232 509 HE 016 384

Raskin, Miriam S.; Looney, Sara
Last But Not Least: Academic Advising.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Advising; *Administrator Attitudes; College Faculty; *Department Heads; *Faculty Advisers; Faculty Development; Higher Education; Institutional Research; *Teacher Attitudes; *Teacher Responsibility
IDENTIFIERS- *George Mason University VA

Perceptions of advising held by new faculty, department heads, and administrators were investigated in 1981, and the need for training faculty for advising was explored. Questionnaires were completed by 18 new faculty and 25 department heads at George Mason University, Virginia, and 8 administrators were interviewed. Although the majority of administrators, new faculty, and chairs believed that advising is important, seven of the eight administrators ranked publications, research, and teaching as more important than advising. In addition, three administrators also ranked university service and grants as more important than advising. A large percentage of the new faculty reported that their skills and aptitude for advising were not discussed with them when hired. This is somewhat contradictory with the perception of the department heads who felt they discussed this issue when hiring new faculty. Only six of the 25 department heads reported that formal training for advising exists and three faculty reported receiving formal training at the departmental level. One of the most important findings was that at the end of the academic year, new faculty said

ED 232 524 HE 016 418

Douglas, Joel M., Ed.

Campus Bargaining at the Crossroads. Proceedings of the Annual Conference of the National Center for the Study of Collective Bargaining in Higher Education and the Professions (10th, New York, New York, April 1982).

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.

PUB DATE- Apr 82

AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, 17 Lexington Avenue, New York, NY 10010 ($15.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- Academic Freedom; Academic Standards; Accreditation (Institutions); *Collective Bargaining; *College Faculty; Financial Problems; Higher Education; *Part Time Faculty; Political Influences; *Reduction in Force; Retrenchment; State Colleges; Trend Analysis; Two Year Colleges; *Unions

IDENTIFIERS- Canada; New Jersey; United States

Twelve papers from the 1982 conference of the National Center for the Study of Collective Bargaining in Higher Education and the Professions are presented. Following an introduction by Joel M. Douglas, the following papers and authors are presented: "Campus Bargaining and the Law: A Decade of Higher Education Collective Bargaining--1972-1982" (June M. Weisberger); "The Theory of Negotiation: Getting to Yes" (Roger Fisher); "Dissecting the New Right and Its Threat to Collective Bargaining" (Roxanne Bradshaw); "The Impact of Unions on Academic Standards and Accreditation in Higher Education" (Thomas Shipka); "The Industrial Model of Academic Collective Bargaining" (Michael B. Lehmann); "The Use and Abuse of Part-Timers--I: Casual Employees--Scabs or Saviors?" (Nancy L. Hodes); "The Use and Abuse of Part-Timers--II" (Nuala McGann Drescher); "Managerial Discretion, Financial Exigency and Reduction in Force: The Experience in New Jersey's Public, Two-Year Colleges" (Ernest Gross, Theodore Settle, James Begin); "Academic Freedom in Canada in the 1980's" (V. W. Sim); "A Decade of Campus Bargaining: An Overview" (Kenneth P. Mortimer); "The National Center for the Study of Collective Bargaining in Higher Education: The First Ten Years--Parts I and II" (Joel M. Douglas and Aaron Levenstein). (SW)

ED 232 539 HE 016 445

Golden, M. Patricia; And Others
Postdoctoral Faculty Fellowship Program. Final Report.
Northeastern Univ., Boston, MA. Inst. for the Interdisciplinary Study of Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
GRANT- NIE-G-79-0066
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Conferences; Diffusion (Communication); *Educational Research; Faculty Development; *Faculty Fellowships; Federal Programs; Higher Education; Interprofessional Relationship; *Minority Groups; *Postdoctoral Education; Proposal Writing; *Research Opportunities; Research Skills; *Women Faculty
IDENTIFIERS- Northeastern University MA; *Postdoctoral Faculty Fellowship Program

The Postdoctoral Faculty Fellowship Program at Northeastern University, which provided opportunities for professional development and research/publication to full-time minority and women faculty, is described. The program, which was federally funded by the Experimental Program for Opportunities in Advanced Study and Research in Education, enabled participants time-out from the home institution with full-time research support for one academic year. Nine minority and women postdoctoral fellows received support during the 3-year project. To facilitate professional development (tenure and advancement), the program provided opportunities for, and assistance in, improving research skills, initiating and writing research proposals, and presenting research findings in colloquia and other forums. Finally, opportunities for association were provided by supporting fellows' participation in professional meetings where they could disseminate their work, expand their professional networks, and enhance their future participation and recognition in educational research and decision making. Program evaluation results are discussed, along with policy implications. (SW)

ED 232 540 HE 016 461

Austin, Ann E.
Colleges and Universities as Workplaces: Analysis and Review of the Literature. ASHE 1983 Annual Meeting Paper.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrators; *College Environment; *College Faculty; College Presidents; *Employment Experience; Employment Practices; Faculty College Relationship; Financial Problems; Governance; Higher Education; *Job Analysis; Middle Management; Nonprofessional Personnel; *Power Structure; Salaries; Teacher Role; Work Attitudes
IDENTIFIERS- *ASHE Annual Meeting

The literature concerning the work experience of faculty members, administrators, and clerical and support staff is reviewed. The experience of these employee groups is examined in relation to: the characteristics of their work and work environment, the extent of their autonomy and power, and their relationship to their institution. In addition, the following external pressures affecting colleges as workplaces are addressed: economic pressures, labor market trends, and the decrease in the number of traditional college age students. Attention is directed to the work characteristics that affect faculty members, including faculty salary levels, governance, job security, opportunities for career growth, workload and responsibilities, and role conflict. The following factors influencing the college president's work are identified: the stress of financial pressures, declining enrollments, legislative demands, and other external pressures. The work situations for academic deans and department heads and lower-level administrators are also briefly described. In addition, job and workplace factors affecting middle-level administrators are discussed, including role complexity, the opportunity and salary structure, and their low status and low power to develop policy. (SW)

ED 232 555 HE 016 476

Leslie, Roberta
Campus Destructiveness in the 1980's: A Survey of American College Students. ASHE Annual Meeting Paper.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; *Followup Studies; *Graduate Surveys; Higher Education; Institutional Research; *Predictive Measurement; *Research Problems; *Sampling; Statistical Analysis; *Surveys
IDENTIFIERS- *AIR Forum

Survey data concerning teacher education program graduates were used to demonstrate the advantages of a stratified random sampling approach, with followup, relative to a one-shot mailing to an entire population. Sampling issues involved in such an approach are addressed, particularly with regard to quantifying the effects of nonresponse on the results. Comparisons were made between the two procedures, using the precision of estimates of population characteristics as the criterion. Much narrower confidence bounds were associated with the stratified random sampling approach, even though a smaller number of questionnaires had been returned. It is concluded that a redirection of energies from reaching the entire population to increasing the rate of response in a subset of that population has a significant payoff in terms of the precision of the estimates that can be made from the data. Keeping in mind that this advantage will be even greater in cases in which response variation differs across strata, the arguments are strong for adopting a stratified random sampling approach in situations such as the followup of teacher education program graduates. (Author/SW)

ED 232 570 HE 016 494

Boberg, Alice L.; Blackburn, Robert T.
Faculty Work Dissatisfactions and Their Concern for Quality. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *College Environment; *College Faculty; *Educational Quality; *Faculty College Relationship; Higher Education; *Job Satisfaction; Work Attitudes
IDENTIFIERS- *AIR Forum

The sources of faculty work dissatisfaction in U.S. colleges and strategic marketing within institutional research (IR) offices were studied for colleges in the Rocky Mountain region. Of the 18 responding offices, 9 indicated that their institutions utilized a marketing approach to planning. Of these 9 offices, 56 percent reported formal utilization of the marketing approach to institutional planning, while 44 percent reported informal or partial usage of this approach. Marketing functions were scattered throughout the institution with little reported integration as a whole marketing or strategic marketing system. The findings also indicated that IR offices were not performing many of the strategic marketing functions that can be readily assimilated. Indications were found that most IR personnel are not familiar with the basic terminology used in marketing (and business in general). The possibilities of incorporating a strategic marketing focus within the domain of institutional research are addressed. It is suggested that a strategic marketing model be followed and that IR offices be involved in the development and evaluation of: promotional strategies; product/service opportunities, pricing strategies, distribution strategies, and internal and external environment changes and projections. (Author/SW)

ED 232 585 HE 016 509

Dijkman, Frank G.; Savenije, Bas S.
Restructuring, Reallocation and Retrenchment at the Same Time: The Dutch Universities. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Accountability; *Administrative Organization; Budgeting; *College Administration; College Planning; Decision Making; Financial Problems; *Foreign Countries; Higher Education; Institutional Autonomy; *Resource Allocation; *Retrenchment; School Organization
IDENTIFIERS- *AIR Forum; *Netherlands; University of Utrecht (Netherlands)

Conditions and management procedures used in Dutch universities are discussed. Attention is directed to: (1) the structure of higher education in the Netherlands -- especially the University of Utrecht, its administrative procedures, and decision-making process; (2) the nature of the problems the university faced and the

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; Change Strategies; Computer Assisted Instruction; *Computer Oriented Programs; Consultants; Higher Education; Institutional Characteristics; *Linking Agents; *Organizational Change; *Program Implementation; *Technical Assistance
IDENTIFIERS- Academic Computing; *AIR Forum

The role of integrators, individuals who facilitate communication and understanding, in facilitating the use of computer technology was explored, based on five case studies. It is suggested that a major obstacle to successful academic computing is getting faculty and students to use available computer resources effectively. In addition to helping people to overcome fear about using the computer and encouraging exploration of system capabilities, five technical integrator functions are identified: introductory training and periodic review of technical knowledge needed, technical consulting, technical interpretation, substantive consulting, and special ad hoc programming. Background information on the five case study institutions is presented. It is concluded that integrators help bridge the perceived gap between computers and users and that they bring divergent interests together for the benefit of the overall organization. Integrators also help the institution through the organizational change process that occurs with the implementation of academic computing. They help faculty members see the need for computing, make the transition to understanding and using computing, and institutionalize computing in their classes. (SW)

ED 232 600 HE 016 524

Domer, Dennis E.; And Others
Understanding Educational Satisfaction. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Alumni; *Apprenticeships; *Architectural Education; *College Programs; *Educational Benefits; Graduate Surveys; Higher Education; Learning Experience; Models; *Participant Satisfaction; Student College Relationship
IDENTIFIERS- *AIR Forum

A model for testing educational satisfaction was developed, and a satisfaction survey was administered to 424 alumni of several

DESCRIPTIONS- *Administrative Change; Campuses; *Collective Bargaining; *College Environment; College Faculty; Economic Factors; *Faculty College Relationship; Higher Education; Influences; Job Satisfaction; *Organizational Climate; Participant Satisfaction; *Unions

IDENTIFIERS- *ASHE Annual Meeting

Scores on the Institutional Functioning Inventory (IFI) administered to faculty at 18 unionized and 18 matched non-unionized campuses in 1980 were compared to scores at these campuses prior to the implementation of academic bargaining a decade earlier. The sample was selected from among 93 institutions that had administered the IFI in 1970 and in 1980. The IFI is a standardized instrument with scales designed to measure 112 dimensions of institutional climate and with scale scores ranging from 0 to 12 for such items as Intellectual-Aesthetic Extracurriculum, Freedom, Human Diversity, Concern for Undergraduate Learning, and Concern for Innovation. Results of the study show no significant relationship between unionization and changes in campus climate as measured by the IFI. Although the results dispute commonly held assumptions about the effect of bargaining on campus life, it is noted that the finding is consistent with other research that has also failed to find a relationship between collective bargaining and changes in important institutional and organizational processes. (Author/LB)

IR

ED 232 615 IR 010 805

Hall, Keith A.

Computer-Based Education: The Best of ERIC, June 1976-1982. Revised and Updated.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Dec 82

CONTRACT- 400-82-0001

AVAILABLE FROM- Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 ($6.00 per copy, IR-61).

Ware, P.O. Box 2134, N. Mankato, MN 56001. EVALUATION COMPLETED: June 22, 1982 by the staff and constituents of the Portland Public Schools, Portland, Oregon. COST: $24.95. ABILITY LEVEL: 4-5. SUBJECT: Language arts. MEDIUM OF TRANSFER: 5-1/4" flexible disk. REQUIRED HARDWARE: Radio Shack TRS-80, Models I & III, with disk drive (also available for Apple II, PET). REQUIRED SOFTWARE: (Apple II: Applesoft, DOS 3.3). INSTRUCTIONAL PURPOSE: Remediation, Assessment. INSTRUCTIONAL TECHNIQUES: Drill and practice. DOCUMENTATION AVAILABLE: Documentation available in the computer program includes program operating instructions and student's instructions. INSTRUCTIONAL OBJECTIVES (Inferred): Students will recognize words in syntax that belong to a particular grammatical classification. INSTRUCTIONAL PREREQUISITES (Inferred): An introduction to parts of speech, previous drill and practice, and an understanding of how to use computers. CONTENT AND STRUCTURE: The package is made of six programs which appear on a menu. Teachers may make additional sentences, but students would be unable to tell whether their responses to the added sentences were correct or not. Sentence structure is very basic and uncreative. This package is one component of an integrated program series, and listing and alteration of the program is allowed. ESTIMATED STUDENT TIME REQUIRED: Thirty minutes per day for twelve days. POTENTIAL USES: Drill and practice. MAJOR STRENGTHS: Provision for inserting one's own sentences. MAJOR WEAKNESSES: (1) The package is boring and is an unimaginative application of drill and practice; (2) The program uses the same sentences throughout the menu; (3) There is no pre- or post-test; (4) No printed material on goals and objectives is available. EVALUATION SUMMARY: Evaluators indicate they would not use or recommend this package. (Author)

ED 232 627 IR 020 015

English Computorials. MicroSIFT Courseware Evaluation.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Programs; Diagnostic Teaching; Drills (Practice); *Grammar; High Schools; Microcomputers; Postsecondary Education; *Remedial Instruction
IDENTIFIERS- Apple II; Apple II Plus; Courseware Evaluation; Microcomputer Software and Info for Teachers; PF Project; Software

Microcomputer Software and Info for Teachers; PF Project; Software Evaluation; *Software Reviews

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT (Except for the Evaluation Summary Table): VERSION: Conduit Demonstration Package. PRODUCER: Conduit, P. O. Box 388, Iowa City, IA 52244. EVALUATION COMPLETED: June, 1982, by staff and constituents of the Portland Public Schools, Multnomah ESD, Oregon. COST: $30.00. ABILITY LEVEL: Post-secondary, high ability high school. SUBJECT: Biology, genetics: evolution, natural selection. MEDIUM OF TRANSFER: 5-1/4" flexible disk. REQUIRED HARDWARE: 48K Apple II or Apple II+, single disk drive. REQUIRED SOFTWARE: Applesoft, DOS 3.2.1. Note: The packages have a "double boot" feature so that they can be used with DOS 3.3. The packages will be converted for 3.3 in the future. INSTRUCTIONAL PURPOSE: Enrichment (for Secondary). INSTRUCTIONAL TECHNIQUES: Computer modeling, Simulation. DOCUMENTATION AVAILABLE: In the computer program: operating instructions and student instructions. In supplementary materials: instructional objectives, prerequisite skills or activities, sample program output, teacher's information, resource/reference information, and student instructions. A supplementary film is also available. INSTRUCTIONAL OBJECTIVES (Stated): 1. To understand the production of adaptations by the action of selection on random variations. 2. To understand adaptation to specific environmental conditions in relation to survival value. 3. To gain experience in manipulating models of selection acting on populations. INSTRUCTIONAL PREREQUISITES: 1. An elementary knowledge of genetics and, in particular, the meaning of: alleles, dominance and recessiveness, homozygotes and heterozygotes and gamete formation and fertilization. 2. An elementary knowledge of ecology. 3. An ability to calculate percentages and plot graphs. CONTENT AND STRUCTURE: "Evolut" is one of a series of units in biology being produced by Conduit. The package includes a diskette, student notes and a teacher's guide. The program produces charts and tables which display results of the mechanism of natural selection operating on various populations. Supplementary material introduces Darwin's Theory of Evolution, natural selection and variation with directions for student activities. The computer program extends student activities, providing a quick means of observing results over multiple generations and results when parameters of the selection mechanism are changed. Charts of populations and genetic frequencies may be obtained for as many generations as desired. ESTIMATED STUDENT TIME REQUIRED: Five hours. POTENTIAL USES: Evaluators indicated that this package would be appropriate for use in high school or college biology or genetics classes for generating results of pea breeding with two gamete types. MAJOR STRENGTHS: The computer shows results of pairings in genetics much more quickly than could be done by hand; textual material is very well coordinated with the computer program. MAJOR WEAKNESSES: Certain textual material is unclear (e.g., instructions for "power of selection," p.11); in the program, certain instructions are interest to the petroleum industry, and considers future developments in online searching and their effect on libraries and information centers. Three groups of databases are described: (1) databases developed by the American Petroleum Institute (API), including APILIT (corresponding to "API Abstracts/Literature"), APIPAT (corresponding to "API Abstracts/Patents"), and P/E NEWS, which contains references to petroleum and energy business news; (2) the GeoRef database produced by the American Geological Institute (corresponding to "Bibliography and Index of Geology"); and (3) the Petroleum Abstracts or TULSA database, produced by the University of Tulsa (Oklahoma) (corresponding to the printed journal, "Petroleum Abstracts"). Other activities of the University of Tulsa Information Services Department are also described. A glossary of terms and a 27-item bibliography conclude the paper. (ESR)

ED 232 648 IR 050 270

DeKoff, Mildred
A Report on Adult Reading, Library Use, Viewing, and Learning Habits.
PUB DATE- 12 May 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Adult Learning; *Adults; Adult Students; Literature Reviews; *Public Libraries; *Reading Habits; Research Reports; *Television Viewing
IDENTIFIERS- *Library Users

This paper reviews the literature on the habits and preferences of American adults in four areas: reading, library use, television viewing, and adult learning. Within these areas, research results are reported for: (1) the demographic characteristics of readers and nonreaders, the reasons given for reading, time spent reading, the places where reading materials are acquired, the type of material read, and the amount of reading done; (2) the demographic characteristics of library users and nonusers, frequency of library use, the type of library materials borrowed, the type of library services used, and library user satisfaction; (3) the characteristics of television viewers, their reasons for watching, time spent watching, and the type of shows watched; and (4) the demographic characteristics of adult learners, their reasons for returning to school or participating in job-related training courses, the abilities and problems of adult learners, and the types of learning in which they are involved. The implications for public

the need for school libraries to contain audiovisual as well as print materials and, in particular, for libraries to serve the needs of the various school populations including the mentally handicapped, the learning disabled, racial and ethnic minorities, women, the gifted, and the visually and hearing handicapped; and (4) the importance of libraries being made easily accessible to the physically disabled. It is recommended that school library services remain separate from the public library system since they serve distinct purposes, though close cooperation should be established, especially in rural areas. This report includes a selected five-page bibliography of related materials, a summary of meetings, and a work schedule. (Author/LMM)

ED 232 663 IR 050 298

McClure, Charles R.
Needs Assessment for Oklahoma Academic Librarians: Summary Report.
Association of Coll. and Research Libraries. Oklahoma Chapter.; Oklahoma Library Association, Norman.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Libraries; Delivery Systems; Higher Education; *Librarians; Library Associations; Library Education; Library Networks; *Needs Assessment; *Professional Associations; *Professional Development; Surveys
IDENTIFIERS- *Oklahoma

The Oklahoma Chapter of the Association of College and Research Libraries (OK-ACRL) and the Oklahoma Library Association, College and University Division (OLA-CUD) co-sponsored a survey of professional academic librarians to obtain institutional and background data on their characteristics, their preferences for academic professional association activities, their preferences for specific professional development topics, and their preference for the packaging and scheduling of professional development opportunities. It was found that (1) characteristics of the members of OK-ACRL and OLA-CUD are similar; (2) those surveyed believe that the associations should stress networking, developing professional development opportunities, publishing a newsletter, and encouraging political action on issues related to academic librarianship; (3) there is a desire for professional development topics related to planning, evaluation, staff development, and budgeting; and (4)

Ambach, Gordon M.

Effective Connections. A Report of the Commissioner of Education, Gordon M. Ambach, to the New York State Legislature on the Library Pilot Projects Organized under Chapter 787, Laws of 1978, Covering July 1, 1981-June 30, 1982, with Background Information on July 1, 1979-June 30, 1981.

New York State Library, Albany.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Formative Evaluation; Interlibrary Loans; *Library Cooperation; *Library Networks; Pilot Projects; Program Descriptions; *Regional Cooperation; *School Libraries; *Shared Services; Statewide Planning; Tables (Data); Union Catalogs
IDENTIFIERS- Library Statistics; *Multitype Library Networks; *New York

This report describes actions and results from the third year (1981/82) of a library resource sharing program authorized by Chapter 787 of New York State's Laws of 1978. It is noted that the program, which was intended to enable resource sharing between reference, research, academic, public, special, and both public and private school libraries, funded the formation of 14 pilot projects, including 12 school library systems in selected areas throughout the state, and 2 regional library networks--INTERSHARE (located in and near New York City) and the Rochester Area Resource Exchange (RARE). The report covers the growth of union catalogs and lists, cooperative bibliographic control, interlibrary loan activity, the provision of effective delivery systems, continuing education and training activities, public information activities, cooperative acquisitions, and the growth of online searching in school library systems. Part I presents an overview of the program, assesses its benefits, and makes recommendations for future action on the part of the New York State Legislature. Part II contains a profile of each pilot project with information on accomplishments and results, statistics on present and potential participants, and names of member libraries and persons responsible for the pilot system. The tables in Part III give overall statistics on the pilot programs. (ESR)

advocate a united approach to planning for library cooperation. The report describes the history, purpose of, and need for multitype library systems in Wisconsin. It then presents recommendations for their geographic structure, membership or participation, clientele served, services, governance structure, staffing, and funding, as well as recommendations for the transition from the current public library systems to multitype systems. Differences between COLAND recommendations and recommendations from previous planning reports, particularly the 1981 Wisconsin Library Network Plan Report, are also noted. (Author/ESR)

ED 232 693 IR 050 342

Second Expert Consultation on RAMP (RAMP II). (West Berlin, Germany, June 9-11, 1982). Final Report.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- PGI-82/WS/24
PUB DATE- 20 Jan 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Archives; Check Lists; *Information Sources; International Organizations; *International Programs; Methods; Program Development; Program Implementation; *Recordkeeping; Standards
IDENTIFIERS- *Records Management

Twelve experts from United Nations Educational, Scientific, and Cultural Organization (UNESCO) member countries were invited participants in a meeting which was organized to assess the progress and results of UNESCO's Records and Archives Management Programme (RAMP II) since an organizational meeting in May 1979, and to provide advice for future directions for the program. RAMP's overall objectives include the promotion of a full awareness of the value and uses of records and archives as basic information resources, and the provision of assistance to UNESCO member states in the organization and development of relevant systems and services. The report of the RAMP II meeting includes: (1) introductory material; (2) descriptions of the origin, scope, and implementation of RAMP; (3) a list of RAMP implementation activities from 1979 to 1982; (4) a list of projects and activities proposed for inclusion in RAMP since its inception in 1979; (5) a list of methods, norms, and

Daniel, Evelyn H.; Ely, Donald P.
Competency-Based Education for Media Professionals. An ERIC Fact Sheet.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
PUB DATE- Sep 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Beginning Teachers; Behavioral Objectives; *Certification; Competence; *Competency Based Teacher Education; Educational Needs; Educational Philosophy; Educational Quality; Evaluation Criteria; Higher Education; Library Education; *Media Specialists; *Minimum Competencies; Performance; *Professional Education
IDENTIFIERS- Fact Sheets; PF Project

Information is provided concerning the complexity of developing competency-based programs for members of service professions, such as teachers and media specialists, when there is little agreement about the qualifications and the behaviors required of the beginning professional. Section 1 discusses the qualities of a competent professional. Key issues are the lack of universal agreement among professional members and differences in philosophies as to whether a service professional's job is an art, a science, or a craft. Section 2 addresses the objections of critics to competency-based education, who argue that the essence of a service professional's job requires intuition and judgment which cannot be specified behaviorally. Section 3 considers the position of advocates, who undermine undefinable and unobservable mental ideas and feelings in their push for setting and maintaining standards of performance. Section 4 presents the controversial nature of competency-based education and the need for continuing debate in search of a resolution. Section 5 addresses the current status of competency-based requirements for school media professional certification. States which have already established such requirements, and publications about development and evaluation of competency-based education programs are listed. (LH)

ED 232 708 IR 060 006

School Library Networking: Interconnection of Learning Resources. A Selected ERIC Bibliography.

Colleges; Professional Associations; Public Education; Single Sex Colleges; Technical Institutes; *Two Year Colleges; Two Year College Students
IDENTIFIERS- *American Association of Junior Colleges

Based on data collected by the American Association of Junior Colleges (AAJC), this directory provides information on 667 junior colleges in the United States and its territories, Canada, and other selected countries for 1957-58. Following introductory material on the scope of the directory, tables provide statewide summaries of the following data for all junior colleges, and for public and private junior colleges: number of colleges, AAJC membership, student enrollments and status, and numbers of full- and part-time faculty. Next, the directory lists the colleges alphabetically by state, providing the following information for each: location; administrative head; AAJC membership; state recognition or accrediting agency; type of control or affiliation; co-educational or single-sex status; date founded; enrollments for 1957-58 broken down by freshman, sophomore, or unclassified status, adult enrollments, and full- or part-time status; and full- and part-time faculty members. The following sections provide a list of individual AAJC members; an alphabetical listing of junior colleges; a directory of national and regional junior college organizations; and a directory of junior college honorary societies and social organizations. Finally, an analysis of junior college growth reviews changes in the number of colleges and enrollments from 1900 to 1957, the size and location of colleges, faculty numbers, types of colleges and forms of control, and AAJC membership. (HB)

ED 232 722 JC 830 363

Gleazer, Edmund J., Jr., Ed.
Junior College Directory, 1960. Data for June 1, 1958 to May 31, 1959.
American Association of Junior Colleges, Washington, D.C.
PUB DATE- 60
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Accreditation (Institutions); Adult Students; *College Faculty; College Presidents; Community Colleges; *Educational Trends; *Enrollment; Full Time Faculty; *Full Time Students; National Surveys; Part Time Faculty; *Part Time Students; Private

two-year college education conclude the directory. (AYC)

ED 232 735 JC 830 376

Connor, Aikin, Ed.; And Others
Community and Junior College Directory, 1973. Period Covering October 1971-August 1972 and Fall Enrollments for 1972.
American Association of Community and Junior Colleges, Washington, D.C.
PUB DATE- 73
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Accreditation (Institutions); Administrators; *College Faculty; College Presidents; Community Colleges; *Educational History; Educational Trends; *Enrollment; Fees; Full Time Faculty; *Full Time Students; National Surveys; Part Time Faculty; *Part Time Students; Private Colleges; Professional Associations; Public Education; School Schedules; Single Sex Colleges; Technical Institutes; Tuition; *Two Year Colleges; Two Year College Students
IDENTIFIERS- *American Association of Community and Junior Colls

Based upon data collected annually by the American Association of Community and Junior Colleges (AACJC), this directory provides information on 1,141 community, junior, and technical colleges and two-year branch campuses in the United States and its territories, including 1971 and 1972 data on enrollments and personnel. Following introductory material on the scope of the directory, a historical overview is presented of the junior college movement from 1900 to 1972. Next, the directory lists colleges alphabetically by state or country and provides the following information for each: location; chief administrative head; telephone number; year classes began; type of control or affiliation; AACJC membership; state recognition or accrediting agency; types of programs (i.e., transfer and/or occupational); co-educational or single-sex status of school; October 1971 enrollments broken down for full- and part-time freshman, sophomore, and unclassified students; total October 1971 enrollment; enrollment in summer session 1972; October 1972 enrollment; full- and part-time faculty and administrators in 1972-73; tuition or all-inclusive fee; and type of academic calendar. Next, tables provide statewide enrollment and personnel summaries for all institutions and for public and independent colleges and show the distribution of two-year colleges by size.

(SPD-99), in which counselors used a variety of materials and instructional procedures to assist students with their educational, career, and personal development and to introduce students to various campus resources and services. In fall 1982, entering freshmen were required to attend a one-credit, 15-week orientation course (OCD-01), which had a similar focus, but a standardized outline. A study was conducted to determine and compare the effects of the two courses on students' mean cumulative grade point average (GPA) and retention rate. The study compared the performance of 195 students who attended SPD-99 five or more times, 1,082 students who did not attend SPD-99 at all, 732 students who attended OCD-01 more than seven times, and 678 students who did not attend OCD-01 at all. Study findings, based on a random sample of every third student in each group, included the following: (1) the mean GPA and re-enrollment rate of students who attended SPD-99 five or more times were significantly higher than those of students who did not attend the class at all; (2) attendance of OCD-01 had a similarly positive effect on students' GPA and retention rates; and (3) the mean GPA and re-enrollment rates of students who attended SPD-99 were significantly higher than those of students who attended OCD-01. (HB)

ED 232 748 JC 830 393

Baker, Jeanette S.
A Comparative Curriculum Analysis of an Associate Degree Program at a Corporation School, a State College and a Community College.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Standards; Accreditation (Institutions); Admission Criteria; *College Curriculum; *Community Colleges; Comparative Analysis; *Degree Requirements; General Education; Graduation Requirements; Higher Education; *Proprietary Schools; *State Colleges; Teaching Methods; Tuition
IDENTIFIERS- DeVry Institute of Technology IL; Lake Superior State College MI; Mesa Community College AZ

A comparative curriculum analysis was performed of the associate degree, electronics engineering technology programs of the DeVry Institute of Technology (DIT), a corporation-owned proprietary school in Illinois, Lake Superior State College (LSSC) in Michigan, and Mesa Community College (MCC) in Arizona. The curricula were

This document summarizes the practical advice for improving parent/teacher communication through written messages and telephone conversations provided in two documents written by Michael L. Henniger of Central Washington University: (1) "Building Parent/Teacher Relations through Written Communication" (ED 211 216); (2) "The Telephone and Parent/Teacher Communication" (ED 211 215). Ideas for written communication include notices, notes, letters, newsletters, pamphlets and brochures. Guidelines for telephone calls include calling at a convenient time, making the initial calls pleasant and positive, and keeping the calls short and to the point. Abstracts of three other ERIC documents on this topic are included. (DC)

ED 232 764 PS 013 703

Miller, Etta B.
Levels of Cultural Knowledge and Self-Esteem of Fourth, Fifth, and Sixth Grade Participants in a Philippine Ethnic Heritage Curriculum Conducted in Guam Catholic Schools.
PUB DATE- Jan 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTIONS- Achievement Tests; *Cultural Awareness; *Curriculum Enrichment; Elementary Education; *Elementary School Students; Experimental Programs; Foreign Countries; *Immigrants; Intermediate Grades; *Minority Groups; *Self Esteem
IDENTIFIERS- Chamorros; *Filipinos; Guam

A study was conducted to determine the effectiveness of a curriculum for increasing the cultural knowledge and self-esteem of minority group Filipino elementary school students residing on the island of Guam. The sample consisted of four fourth, fifth, and sixth grade classes attending four Catholic schools. The total number of students in each classroom ranged from 19 to 34, of which 14.6 percent were Filipino. Two classes at each grade level were assigned to experimental and control conditions. Over a period of 10 weeks, classes in the experimental condition received two units of instruction drawn from The Philippine Ethnic Heritage Curriculum, an experimental curriculum program. The content of the units focused on Filipino myths, legends, and stories, and the emigration, immigration, and assimilation of Filipinos to other societies and cultures. Classes assigned to the control condition studied a

ED 232 364 EC 152 644

Thompson, Ray; And Others

Teacher-Student Interaction Patterns within the Learning Environment of Mainstreamed Classrooms.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Apr 83
GRANT- 023CH10250
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Disabilities; Elementary Education; *Interaction; *Mainstreaming; *Student Teacher Relationship; *Time Factors (Learning)

Two studies examined the interaction of regular classroom teachers with nonhandicapped high achievers, nonhandicapped low achievers, and mildly handicapped third and fourth graders. In both studies, teacher-student interaction was defined by using dependent measures derived from the Brophy-Good Teacher-Child Dyadic Interaction System. Multivariate and variate analysis of variance procedures demonstrated that, statistically, the groups were significantly different on 8 of 16 dependent measures in Study 1 and 7 of 16 measures in Study 2. Five of the differences found were the same for both studies. It was concluded that, although there is substantial evidence that teacher-student interaction varies among the student groups observed, there is no strong evidence that general preferential treatment (i.e., treatment likely to result in better educational gains or a more effective learning environment) is consistently provided to any single group of students. There was some evidence that mainstreamed handicapped children received a larger portion of the teacher's time; however, a larger percentage of these interactions concerned behavior rather than academics. Teaches provided larger percentages of neutral feedback in academic situations and disapproving feedback in behavioral situations to all student groups. Teachers engaged in academic interaction with all student groups an average of only 60 percent of the time. Results of both studies indicate a need for teachers in mainstreamed classrooms to devote more time to academic tasks, to provide more appropriate feedback to all students, and to use better classroom management techniques. (Author/CL)

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Auditory Tests; *Child Language; Clinical Diagnosis; Developmental Stages; Diagnostic Tests; Early Experience; *Handicap Identification; High Risk Persons; Infants; Intervention; Language Skills; *Multiple Disabilities; Screening Tests; *Speech Evaluation; *Vision Tests; Young Children

Techniques to assess the vision, hearing, and speech and language of multihandicapped children are briefly described. Interferences in normal vision functioning and development during infancy can be identified and intervention initiated early in the child's life. Obtaining an in-depth history from the parents is the first step. It is essential that all infants identified as "at-risk" or handicapped, nonverbal mentally impaired preschool children, and multihandicapped persons have comprehensive visual evaluations prior to any special education planning and/or programs. Behavioral as well as electrophysiologic techniques have clinical utility for hearing assessment of the infant and multihandicapped child. Testing with an observational technique is an alternative to conventional adult procedures. By the age of 2 years, some children can be conditioned to respond to pure tone audiometry via a play response to a stimulus. For speech and language assessment, informal evaluative methods are useful for the multihandicapped youngster. In cases of the nonverbal or unintelligible multihandicapped child, the pragmatic aspect of the child's communication skills (i.e., the intent) should be assessed. When a child fails to demonstrate any meaningful communicative skills, it will be necessary to rely on a cognitive assessment to evaluate the prelanguage level. Ordinal scales of psychological development are also helpful to assess the infant's speech and language. A list of 18 references is appended. (SEW)

ED 232 381　　　　EC 152 679

Kelly, William E.
Everything You Always Wanted to Know about Using Humor in Education but Were Afraid to Laugh.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

interpreters for mainstreamed hearing impaired (HI) students in elementary and secondary schools. Chapter I discusses obstacles of hearing impairments in student acquisition of speech, reading and writing skills, and frustrations of regular teachers, which led to initiation of the initial project to train two aide trainees to be notetakers, tutors, educational sign language and oral interpreters, and teacher liaisons. Also discussed are such topics as administrative considerations, the necessity for training, selection of trainees, ways to recruit volunteers, and supervision of support service providers. Chapter II on notetaking provides step-by-step guides for four 2-hour workshop training sessions consisting of an introduction to lecture notetaking (e.g. chemical bonding), mechanics and techniques, shaping techniques, and supervision and student study skills. Chapter III consists of nine training sessions on such topics as the role of a tutor, techniques for developing rapport with the student, suggestions for increase in tutor sign language proficiency, and methods for diagnosing students' learning needs. Chapter IV introduces educational interpretation with a list of interpreter training programs in 10 northeasterm states, then discusses such aspects as the role of an educational interpreter, choosing a sign language system and assessing and improving interpreting skills. Appended are a bibliography with 31 references on sign language, 5 references on interpreting, and 22 general references; and an article by L. Reed on "How to Use an Educational Interpreter." (MC)

ED 232 395 EC 152 693

Effectiveness of Early Special Education for Handicapped Children.
Colorado State Dept. of Education, Denver.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Case Studies; *Cost Effectiveness; *Disabilities; *Early Childhood Education; Followup Studies; Handicap Identification; *Intervention; Prevention; *Program Effectiveness
IDENTIFIERS- Colorado

The report examines effectiveness and cost studies of early special education programs for handicapped children, discusses research and resulting data from Colorado, and concludes that preschool services are beneficial to students and cost effective for society. Chapter 1 reviews longitudinal, shorter term empirical, and third party and placement are discussed. Following a list of organizations in Wisconsin for parents of handicapped children is a glossary of approximately 100 special education terms. (CL)

ED 232 411 EC 160 016

Diamond, Karen E.; Reed, Deborah J.
Modifying Parents' Perceptions of Their Child's Developmental Progress: An Approach to Creating Optimal Learning Environments.
Skidmore Coll., Saratoga Springs, N.Y.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Child Development; *Developmental Stages; *Disabilities; *Knowledge Level; Mothers; *Parent Education

A program to help parents understand their child's developmental level was evaluated with 13 handicapped infants and their mothers. The intervention sought to increase parents' overall understanding of child development, improve their observational skills, and help them adjust their interactions by taking cues from the child's responses. Mental age and developmental quotients were computed for all children based on both child performance and parent reports for both Bayley mental and motor scales. Parental predictions of their child's performance on individual Bayley items were calculated and used as a measure of the inaccuracy of parental perceptions. A significant, negative relationship was found between parental inaccuracy and the child's developmental gain for the mental scale. Findings suggested that children of parents who are accurate in their perception of their child's developmental level show faster progress on developmental tasks than other children. (CL)

ED 232 412 EC 160 017

Lederer, James B.
Measuring Pupil Progress in Special Education.
Bergen County Special Services School District, Paramus, N.J.

Salager, Francoise
Compound Nominal Phrases in Scientific-Technical Literature: Proportion and Rationale.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- English for Special Purposes; French; German; *Medical Vocabulary; Nouns; Russian; Spanish; *Technical Writing; Textbooks; *Word Frequency
IDENTIFIERS- *Compound Nouns

The frequency of occurrence of compound nominal phrases (CNP) in medical English literature was compared to the frequency of occurrence in general English. Ten medical English and 10 general English sample texts of 2,000 words each were selected to record and analyze the CNPs. CNPs were defined as those items made up of at least two individual lexical constituents separated by a space or a dash (e.g., vein catheter, maintenance infusion). The following data were recorded: (1) the number of CNPs consisting of 2, 3, 4, 5 and more individual lexical items; (2) the total number of CNPs; (3) the CNP average length; and (4) the proportion of CNPs. Findings include the following: the CNP average length was similar in medical English and general English; the frequency of occurrence of CNPs was significantly higher in medical English than in general English; the relative distributions of CNPs were quite different in the two types of prose; and the more specialized the text, the longer the CNPs. Because of difficulties experienced in reading material and technical English by foreign scientists, examples are included on the following: noun modification in English and Russian compounds; linking vowels in Russian word-compounds and their English equivalents; and compounds in English, Spanish, French, Russian, and German. Appended materials include a list of sample texts for medical English, general English, and technical English; a general bibliography; and examples of CNPs. (SW)

ED 232 428 FL 013 614

Fraser, Susan; Coulthard, Eleanor
An Assessment of the Immigrant Resources Project Preschools.
Teachers of English as an Additional Language, Vancouver (British Columbia).
PUB DATE- 82

ED 232 444 FL 013 817

Amastae, Jon
Learner Continuums and Speech Communities.
Linguistic Research, Inc., Edmonton (Alberta).
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTIONS- Bilingualism; Consonants; English; *Evaluation Methods; *Language Variation; *Sociolinguistics; Spanish
IDENTIFIERS- *Speech Community; Texas

A method for analyzing acquisition-like patterns in the English consonants used by Spanish-English bilinguals is presented which allows a distinction to be made between individual and group phenomena. An analysis of a bilingual community in southern Texas shows that there is a continuum of use of the standard English consonants not occurring in Spanish in both individual and social use. In addition, style shifting of a different type than is usually delineated in sociolinguistic analyses was observed. It is argued that a definition of a speech community must be broad enough to encompass communities like the one analyzed even though many speakers may show a variety of acquisition-like forms, and that different types of varieties and communities may require different analytical techniques. (Author/RW)

ED 232 445 FL 013 818

Bartelt, H. Guillermo
Some Observations on Navajo English.
Linguistic Research, Inc., Edmonton (Alberta).
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTIONS- Bilingualism; *English; Language Variation; Linguistic Borrowing; *Navajo; *Nonstandard Dialects

late entry immersion students, and tracing and followup of high school students in the alternative programs. Among the core French students, it was found that those who had greater exposure to French instruction scored higher on listening comprehension and that scores increased with grade level. Among the immersion students, the early immersion group scored higher on measures of French proficiency. The followup data showed that a majority of early and late entry immersion students had chosen to remain in a bilingual program in high school. (RW)

ED 232 463 FL 013 837

Morrison, Frances; And Others

After Immersion: Ottawa and Carleton Students at the Secondary and Post-Secondary Level. Evaluation of the Second Language Learning (French) Programs in the Schools of the Ottawa and Carleton Boards of Education. Ninth Annual Report, December 1982.

Ottawa Board of Education (Ontario). Research Centre.

PUB DATE- Dec 82

AVAILABLE FROM- Research Centre, Ottawa Board of Education, 330 Gilmour St., Ottawa, Ontario K2P 0P9, Canada ($6.00).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- *French; *Immersion Programs; Language Proficiency; Program Effectiveness; *Program Evaluation; Secondary Education; Second Language Instruction

Primary and late entry French immersion programs in Ottawa and Carleton schools were evaluated. French proficiency was tested among former immersion students enrolled in grade 10 bilingual programs and compared with that of grades 8-12 bilingual program students. Spoken and written French were assessed and a detailed error analysis was performed. In addition, a followup study was conducted of bilingual high school program graduates. Fewer differences were found between the results of early and late entry immersion students than were found in previous evaluations, although those differences found showed greater French proficiency for the early immersion students. Once again, French proficiency increased with grade level. The survey of graduates revealed that the respondents were confident of their ability to use French and found their knoweldge of French to be useful. The respondents also reported that the bilingual program needed a wider selection of French courses, better teachers, and more emphasis on speaking French outside of the classroom. (RW)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTIONS- Cohesion (Written Composition); *English (Second Language); *Intercultural Communication; Listening Comprehension; Oral Reading; Pronunciation; Reading Instruction; Second Language Instruction; *Teaching Methods

The tenth anniversary issue of this journal contains eight articles on English teaching approaches and cross cultural communication. The articles address the following topics: textual cohesion devices, English negation, reading instruction, discourse intonation as an approach to teaching pronunciation, interpretive oral reading as a learning activity, the use of a test in corporate English language training in Japan, a bibliography of resource materials for using folklore in the English as second language classroom, and jigsaw storytelling as a listening comprehension technique. Most of the articles include teaching suggestions. (RW)

ED 232 480 FL 013 894

Kinsella, Valerie, Ed.
Surveys 1: Eight State of the Art Articles on Key Areas in Language Teaching.
Centre for Information on Language Teaching and Research, London (England).
SPONS. AGENCY- British Council, London (England). English-Teaching Information Centre.
REPORT NO.- ISBN-0-521-24886-8; ISBN-0-521-27046-4
PUB DATE- 82
AVAILABLE FROM- Cambridge University Press, 32 East 57th St., New York, NY 10022 (ISBN-0-521-24886-8, $19.95; ISBN-0-521-27046-4, paperback $8.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Applied Linguistics; Bilingual Education; *Bilingualism; *Language Tests; Migrant Education; *Second Language Instruction; Second Language Learning; *Vocabulary Development

Eight articles on the state of the art in language teaching are presented as part of a series on language teaching. The articles, by V. J. Cook, M. Swain and J. Cummins, C. S. Butler, N. E. Enkvist, A.

constraints in improving health and education communication and collaboration are identified. It is concluded that improved communication and collaboration can help change both systems in the sense of a better orientation to the health needs of the population. This implies a reorientation from a largely hospital-based and biomedical model toward a concept of health promotion and maintenance through primary care. A bibliography and the three case studies are appended. (SW)

ED 232 495 HE 016 284

Rainsford, George
Twenty Steps to Responsible Trusteeship.
Association of Governing Boards of Universities and Colleges, Washington, D.C.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Governing Boards; Guidelines; Higher Education; *Trustees
IDENTIFIERS- PF Project

Twenty practical and concrete tips for being a responsible and effective college or university trustee are listed in this one-page article. These tips are grouped under three headings: (1) be involved; (2) guidelines for participating in board meetings; and (3) you are responsible for your own education. (KC)

ED 232 496 HE 016 358

Markovich, Denise
To Simulate or Not to Simulate? Bridging the Gap from Classroom to Profession. College Teaching Monograph.
North Dakota Univ., Grand Forks. Office of Instructional Development.
PUB DATE- 83
LANGUAGE- English

they did not feel prepared to advise. Sixty-six percent felt they needed training to be better advisors, while 83 percent would have attended advisor training if offered. (SW)

ED 232 510 HE 016 385

Goldman, Louis
Mapping and Sequencing: Philosophy of Education Reconsidered.
PUB DATE- 23 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Change Strategies; *College Role; *Educational Benefits; *Educational Objectives; *Educational Philosophy; Elementary Secondary Education; Higher Education; *School Role

Issues concerning philosophies of education are addressed. Education is defined as a process by which someone attempts to change another in a desirable way. The educational process can be represented on a continuum, one side of which primarily benefits the individual while the other side primarily benefits the community or society. The change being fostered in the educational process may be designed to maintain stability or to promote improvements or transformations. Beyond the individual and society and beyond a continuum of stability and change, there is a third dimension: relating the learner to the laws of nature, the principles that govern things, and the basic ideas of the world. Philosophies of education will arise as different meanings or different emphases are attributed to these different elements. Maps or charts of these different meanings or emphases were submitted to members of the Missouri Valley Philosophy of Education Society (MVPES) and to college students. Respondents were asked to locate on the map what American high schools should most emphasize or what they do emphasize. MVPES respondents were also asked to rate the philosophy associated with Horace Mann, Plato, Dewey, Rousseau, and A. S. Neill. The way that different philosophies relate to each other and other questions are discussed. (SW)

ED 232 525 HE 016 419

Carstensen, Donald J.; Silberhorn, Constance
A National Survey of Academic Advising. Final Report.
American Coll. Testing Program, Iowa City, Iowa.; National Academic Advising Association, Pomona, NJ.
PUB DATE- Oct 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Academic Advising; *Administrative Policy; *Delivery Systems; *Faculty Advisers; National Surveys; *Personnel Policy; Postsecondary Education; Private Colleges; *Program Administration; Program Evaluation; State Colleges; Two Year Colleges

The results of a national survey of academic advising are presented, based on responses from 820 2-year, 4-year public, and 4-year private colleges and universities. For each of the 47 questions, responses are reported as the national mean by type of institution. Conclusions include the following: there are more similarities than differences in the approaches institutions take in the delivery of academic advising services; in general, institutions are traditional in their reliance on faculty to dispense information through the academic advising process; generally, academic advising has been and still is perceived by administrators as a low-status function; those responsible for the delivery of academic advising services see it as addressing the informational needs of students rather than as an integral part of the students' total development; there are few effective systems in place for the evaluation of academic advising and little reward or recognition attached to its successful delivery; generally, institutions have no comprehensive statement of policy regarding the delivery of academic advising; and all of postsecondary education is communicating an increased interest in the academic advising function. (SW)

ED 232 526 HE 016 420

Kerr, Janet
From Truman to Johnson. Six Studies of "Ad Hoc" Policy Formation in Higher Education. ASHE 1983 Annual Meeting Paper.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Advisory Committees; Agency Role; Educational History; Educational Legislation; *Federal Government; *Higher Education; *Policy Formation; Politics; *Presidents; *Public Policy
IDENTIFIERS- *ASHE Annual Meeting; Eisenhower (Dwight D); Johnson (Lyndon Baines); Kennedy (John F); Truman (Harry)

Six examples of "ad hoc" White House policy formation in higher education are presented, using records from the Truman, Eisenhower, Kennedy, and Johnson archives. The process by which the higher education proposals of six task forces and commissions were formulated and then reviewed is reconstructed. The groups examined include the 1946 Zook Commission, the 1956 Josephs Commission, the 1960 Hovde Task Force, and the 1966 Gardner-Howe Interagency Task Force. There were marked differences in the way that higher education advisory groups interpreted and executed their missions, the way in which they interfaced with executive branch policy-makers, and the way in which White House, Budget Bureau, and agency officials responded to "ad hoc" proposals for federal aid to college students and college institutions. It is concluded that the White House response to the recommendations of the higher education advisory groups was often at odds with Budget Bureau and agency responses. The Josephs and Hovde studies show that the presence/absence of White House support for a legislative program proposal was not always the determining factor in the enactment decision. In addition, the appointment of a commission or task force was not always a sign that the President wants to act on a given issue. An extensive bibliography is appended. (SW)

ED 232 541 HE 016 462

Cohen, Barry Gerald
Decline: A Case Study of the Railroads and Its Implications for Higher Education. ASHE 1983 Annual Meeting Paper.
PUB DATE- Mar 83

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Behavior Problems; Campuses; *College Students; *Delinquency Causes; *Discipline Problems; Higher Education; Questionnaires; *School Vandalism; *Student Attitudes; Victims of Crime
IDENTIFIERS- *ASHE Annual Meeting

The kinds of destructive acts that take place on college campuses, the circumstances under which different behaviors occur, and the norms governing current students' attitudes toward destructiveness were studied. Data were collected in 1980 and 1981 through administration of two questionnaires to a national sample of undergraduates. Responses to the first, open-ended questionnaire were received from 523 students from 6 colleges, while 760 students from 4 colleges responded to the second, more structured questionnaire. In general, the results suggest that campus destructiveness is a nationwide phenomenon, affecting colleges and universities of all types and sizes. The overwhelming student attitude was one of disapproval of all types of destructive behavior, including less serious infractions. Students also seemed to favor fairly punitive measures in dealing with known offenders. Possible reasons for the prevalence of campus destructiveness, characteristics of student offenders, and possible approaches to lessening this problem are addressed, and a substantial literature review on destructiveness in general and elementary and secondary school-directed destructiveness is included. The questionnaires are appended. (SW)

ED 232 556 HE 016 477

Follman, John
Student Ratings of Faculty Teaching Effectiveness: Revisited. ASHE 1983 Annual Meeting Paper.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Evaluation Methods; *Faculty Evaluation; Higher

universities were studied in 1978-1979. A sample of 1972 faculty teaching in 24 institutions were mailed questionnaires, and 1,096 usable responses were received. The sample included faculty from eight universities, eight liberal arts colleges, and eight community colleges. Five personal factors emerged: self-interest and institutional interest, discipline concerns, a pessimistic viewpoint of higher education, and perceived power of faculty. Three environmental factors also were found: facilities, quality, and financial support. Multiple regression analysis revealed two major factors: quality and pessimism. A strong faculty concern for quality in their students, colleagues, and work environment was found. In evaluating the pessimism factor, a predictor indicating career/role dissatisfaction, concerns for quality again emerged. In short, faculty concerns for a perceived diminution of quality were a principal predictor of dissatisfaction with their place of work and career. The results held irrespective of age, sex, rank, security (tenure), and type of institution. More dissatisfaction was expressed with place of employment than with the career. A questionnaire is appended. (SW)

ED 232 571 HE 016 495

Sholtys, Phyllis A.
Systems Prototyping with Fourth Generation Tools: One Answer to the Productivity Puzzle? AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; *Computer Oriented Programs; Computer Programs; Higher Education; *Information Systems; Personnel Management; Productivity; *Program Development; *Programing; Systems Approach; *User Satisfaction (Information)
IDENTIFIERS- *AIR Forum; Canisius College NY

The development of information systems using an engineering approach employing both traditional programming techniques and nonprocedural languages is described. A fourth generation application tool is used to develop a prototype system that is revised and expanded as the user clarifies individual requirements. When fully defined, a combination of cost-effective techniques is used to develop the final system. Four major steps in developing a computer application are as follows: formal specification or ineffective way in which these problems were handled at the end of the 1970s; (3) the planning model in use since 1981 and its consequences in terms of general awareness, quality assessment, new allocation procedures, and reorganization processes; and (4) the way reorganization processes in the departments are conducted. Dutch universities have had a tradition of autonomy and an administrative structure characterized by decentralization and democratic procedures. They are now faced with increasing demands for public accountability, severe budget cuts, and strong tendencies toward centralization. Within the University of Utrecht, this means the end of a mentality that equated autonomy with isolation. Instead of allocation procedures based on principles of "quantitative justice," planning and budgeting procedures aimed at a critical evaluation and selection of activities have been developed, while decentralized and democratic decisionmaking are maintained. (Author/SW)

ED 232 586 HE 016 510

McLaughlin, Gerald W.; And Others
Evaluating the Reliability of Indices from IEP. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Credits; College Faculty; *Comparative Analysis; Enrollment Trends; *Expenditure Per Student; Full Time Equivalency; Higher Education; *Institutional Characteristics; Institutional Research; Productivity; *Program Costs; *Reliability; Resource Allocation; Unit Costs
IDENTIFIERS- *AIR Forum; College Costs; *Information Exchange Procedures; Peer Institutions; Virginia

The Information Exchange Procedures (IEP), which were developed through a project sponsored by the National Center for Higher Education Management Systems, are briefly described, and the application of the IEP in Virginia is examined. The IEP were designed to enhance the institution's ability to identify alternatives in the allocation of resources and related management functions. The procedures for IEP consist of merging three categories of data: course enrollments, faculty activities, and financial expenditures. In the mid-1970s Virginia adopted the IEP costing procedures (with some modifications) to provide information architectural schools in the Midwest. Attention is directed to both a simple overall measure of satisfaction and a complex, additive measure. The first measure assumes that individuals perceive satisfaction and dissatisfaction as two distinct processes that depend on a wide variety of external conditions and internal values. The second measure decomposes the overall perception by using a theory of dissonance that assumes that satisfaction and dissatisfaction are bipolar opposites on the same scale. The study of satisfaction breaks down architectural education into a professional and general component that occurs at the university, and an apprenticeship component that occurs in the offices of practicing architects. The correlation between simple, overall measures of satisfaction with the two university components was high, but their correlations with the apprenticeship component were low. Apparently, factors that affect satisfaction at the university are not operating in the apprenticeship experience. Satisfaction with the apprenticeship components was significantly higher than satisfaction with the university components. Possible reasons for the findings are briefly discussed. (Author/SW)

ED 232 601 HE 016 525

Gapen, Kaye; Morse, Suzanne
Measurements of Quality in Higher Education: The Role of Institutional Research. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Faculty; *College Libraries; College Students; *Educational Quality; *Faculty Evaluation; Higher Education; Institutional Characteristics; *Institutional Research; Library Standards; *Outcomes of Education; Student Characteristics; *Student Evaluation; Teacher Characteristics; Teacher Effectiveness
IDENTIFIERS- *AIR Forum

Three areas of quality assessment in higher education are examined: students, faculty, and library resources. Types of student data that institutional researchers should address include: entrance tests scores, retention rate, student outcomes, location and recruitment of graduates, results of licensing examinations, scholarship recipients, and student activities and national recognition. In promoting the quality of an institution, factors to consider

LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Reports - General (140) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Annotated Bibliographies; Artificial Intelligence; *Computer Assisted Instruction; *Computer Managed Instruction; *Computer Programs; *Computers; Computer Simulation; Correctional Education; Disabilities; Futures (of Society); Material Development; *Microcomputers; Nontraditional Education; Research; Teacher Education; Technological Advancement
IDENTIFIERS- Courseware Evaluation

This revision of the annotated bibliography, "Computer-Based Education: The Best of ERIC, June 1976-August 1980," includes 224 new entries as well as most of the 156 ERIC documents and journal articles originally cited. The new materials reflect the increased activity in the field with contributions about new technology (artificial intelligence, authoring systems, and interactive video technology), new audiences (adult, off-campus learners, and incarcerated learners), content applications (guidance and career and vocational information, mathematics, computer science, data analysis, statistics, and reading), developmental efforts with PLATO, and basic research. Outstanding growth areas identified include applications for exceptional learners and the teaching of writing and computer literacy; development efforts with LOGO; research on problem solving; computer managed intstruction, computer assisted testing, and instructional simulations; and courseware evaluation. Other new areas include business and industry, museum audiences, geology, and study skills. Increasing interest in microcomputers is reflected in sections on technology applications for specific content and audiences. A brief introduction discusses instructional methods included in computer-based education, explains the subject headings used in the bibliography, and briefly describes the new materials added to this edition. An author index is provided, as well as information for ordering ERIC documents. (BBM)

ED 232 616 IR 020 001

Ely, Donald P.
The Field of Educational Technology. A Dozen Frequently Asked Questions. An ERIC Fact Sheet. Revised.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Evaluation; *Software Reviews

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT (Except for the Evaluation Summary Table): PRODUCER: Educulture, 1 Dubuque Plaza, Suite 803, Dubuque, Iowa 52001. EVALUATION COMPLETED: May 1982 by the staff and constituents of Lehigh University and Bethlehem PA Public Schools. VERSION: Examination Package (Evaluators were unable to determine certain information because they were evaluating a demonstration package.) COST: Computorials I-V: $625; individual computorials: $125; cassette player: $125. ABILITY LEVEL: Grades 10-college. SUBJECT: English. MEDIUM OF TRANSFER: Tape cassette or 5 1/4" flexible disk. REQUIRED HARDWARE: Apple II or Apple II Plus with disk drive and special computorial audio cassette player. REQUIRED SOFTWARE: Applesoft, DOS 3.2.1 or DOS 3.3. INSTRUCTIONAL PURPOSE: Remediation. INSTRUCTIONAL TECHNIQUES: Drill and practice, tutorial, problem solving. DOCUMENTATION AVAILABLE: The computer program contains the instructional objectives, program operating instructions, pre- and post-tests, resource and reference information and teacher's information. Supplementary materials provide information for the teacher. INSTRUCTIONAL PREREQUISITES: Not stated. ESTIMATED STUDENT TIME REQUIRED: Approximately 2 1/2 hours per section. POTENTIAL USES: To diagnose student strengths and weaknesses in English grammar, and based on the diagnosis, to provide tutorials for instruction in areas of weakness. MAJOR STRENGTHS: The diagnosis of student knowledge and provision for acquisition of knowledge and skill application. MAJOR WEAKNESSES: 1. The use of vocabulary such as "appropriate" when referring to linking verbs is vague. Because its meaning is unclear, more than one response should be correct. 2. Pressing the wrong key can produce a correct response. For instance in the "Get Acquainted" lesson, the "?" key produces the same results as the space bar; in lesson 36 the user is not oriented to pressing the actual keys needed to supply the correct response. 3. The need for the audio accessory is a hindrance. 4. The target audience for this package is not identified. EVALUATION SUMMARY: Evaluators indicate they would use or recommend use of this package with little or no change. (Author)

ED 232 628 IR 020 016

Grammar Problems for Practice: Homonyms. MicroSIFT Courseware Evaluation.

Northwest Regional Educational Lab., Portland, Oreg.

PUB DATE- Jun 82

ambiguous, and the user must refer to textual material for choices of parameters for subsequent run-throughs; there is too heavy a reliance on numbers and charts, with no use of graphics (evaluators warn this will lose high school students); students require extensive preparation before being able to use the program productively; and while the materials are well coordinated, it would be too time consuming to use all of them. EVALUATION SUMMARY: Evaluators indicate they would not use or recommend use of this package. (Note Major Weaknesses for high school audiences.) (Author)

ED 232 638 IR 020 026

Odell Lake. MicroSIFT Courseware Evaluation.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Biology; *Computer Assisted Instruction; *Computer Programs; *Ecology; Intermediate Grades; Microcomputers; Problem Solving; *Science Instruction; Secondary Education; Simulation
IDENTIFIERS- Apple II; Courseware Evaluation; *Food Webs; Microcomputer Software and Info for Teachers; PF Project; Software Evaluation; *Software Reviews

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT (Except for the Evaluation Summary Table): PRODUCER: MECC Publications, 2520 Broadway Drive, St. Paul, MN 55113. LOCAL DISTRIBUTORS: Contact producer for list. EVALUATION COMPLETED: Fall 1981, revised February 1, 1982. VERSION: 4.3. COST: Varied; sold in package of several programs on a disk at $30 per disk, or available through institutional subscription. ABILITY LEVEL: Grades 4-10. SUBJECT: Science: biology/food chains. MEDIUM OF TRANSFER: 5" flexible disk. REQUIRED HARDWARE: 48K Apple II, one disk drive, monitor. REQUIRED SOFTWARE: DOS 3.2, Applesoft. INSTRUCTIONAL PURPOSE: Standard instuction, enrichment. INSTRUCTIONAL TECHNIQUES: Simulation, problem solving. DOCUMENTATION AVAILABLE: Suggested grade/ability level, instructional objectives, prerequisite activities, sample program run, program operating instructions, teacher's guide, teacher's resource guide, student worksheets, follow-up activities. INSTRUCTIONAL OBJECTIVES: Understand concept of food web; identify 1st, 2nd, 3rd order of consumers on web; explain role of each animal and indicate effects of man on lake and lake on man; define words related to food web. INSTRUCTIONAL PREREQUISITES: Program assumes libraries of the research results reported in this literature are also briefly discussed. Books, journal articles, ERIC documents, and theses--mostly from 1970 to 1982--are included, although a few works done in 1949 and 1950 are covered for the sake of comparison. A 33-item bibliography concludes the paper. (ESR)

ED 232 649 IR 050 271

Peters, Andrew
Report on the Library Survey of the Faculty.
Central State Univ., Edmond, Okla.
PUB DATE- 6 Jan 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTIONS- *College Faculty; *College Libraries; Higher Education; *Library Collections; Library Instruction; Library Personnel; Library Research; *Library Services; Questionnaires; Research Needs; Statistical Surveys; Student Needs; *Teacher Attitudes; User Satisfaction (Information); Use Studies
IDENTIFIERS- *Central State University OH; Library Users; *User Needs; User Preferences

A survey of the teaching faculty at Central State University (CSU) in Edmond, Oklahoma, was conducted in February 1981 in order to determine faculty attitudes toward present and possible future services of the CSU library and to determine classroom assignment patterns which impact on the library. Specific factors surveyed included attitudes toward library staff, collections, and services; faculty need for books and periodicals; classroom and research needs; library use patterns; class requirements for library services; library assignments; attitudes toward library instruction; and preferences for possible future library services. The library staff were rated as performing well. Library collections were found to be more suited to students' classroom needs than faculty research needs. Journals and reference books were rated as receiving the most use for personal or teaching purposes. Upper division courses were reported to have twice as many library assignments as lower division courses. Only 15% of the faculty stated that their classes came to the library for orientation sessions, but 94% said students should be involved in library instruction. These and other survey results are briefly analyzed in the report. Also provided are recommendations for action on specific issues and a detailed listing there is a clear need for greater coordination and support among the two state professional associations, academic libraries, and the School of Library Science for increased development of academic librarians. (LMM)

ED 232 664 IR 050 299

Lindsey, Elizabeth
Needs Assessment Report on Michigan Correctional Facility Libraries, 1981-1982.
Michigan State Dept. of Education, Lansing. State Library Services.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Correctional Institutions; Financial Support; Guidelines; *Institutional Libraries; *Library Collections; Library Networks; Library Personnel; *Needs Assessment; *Program Evaluation; Standards
IDENTIFIERS- *Michigan

Site-visit reports for 12 correctional facilities libraries are summarized using the headings of the Policy Directive for Institutional Library Services, and centering only on the general libraries. Libraries studied are categorized as either adequate, minimum but functional, or inadequate. Observations and specific recommendations are presented concerning orientation, the librarian's role, accessibility, selection, additional needs, relationships with outside libraries, other relationships, statewide recognition, standards for collection development and funding, and staffing guidelines and responsibilities. The recommendations are then collectively restated. Appendices provide a preface which is contained in all 12 needs assessment reports and a listing of site visit dates and participants. (LMM)

ED 232 665 IR 050 302

Performance Measures for Oklahoma Public Libraries, 1982.

Moseley, James L.
General Reference Tools, Subject Reference Tools in Science and Technology.
Wayne State Univ., Detroit, Mich. School of Medicine.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Autoinstructional Aids; *Computer Assisted Instruction; Higher Education; *Library Education; Programed Instruction; *Reference Materials; Refresher Courses; *Sciences; *Technology

This publication reproduces 87 frames from a computer assisted instruction program designed as a course for library science students or as a refresher course for experienced reference librarians. It is noted that the program itself is run on an Apple II microcomputer and takes about 45 minutes to complete. The frames reproduced present information on: (1) the nature and scope of the lessons; (2) lesson objectives; (3) the definition, characteristics, and uses of reference books; (4) types of general reference books, including those which contain the needed information (dictionaries, encyclopedias, handbooks, biographical dictionaries, atlases, and gazetteers) and those which tell the user where the information can be found (indexes and bibliographies); and (5) science reference tools, including specific dictionaries, encyclopedias, handbooks, biographical dictionaries, indexes, and bibliographies. The frames also show how multiple-choice and short answer exercises and progress reports are provided periodically throughout the instruction program. Five specific reference questions in the areas of science and technology are included among the exercises. An introduction to the publication includes an index to the types of frames used in the instruction program. (ESR)

ED 232 680 IR 050 325

Guidelines for the Compilation of Union Catalogues of Serials.
International Federation of Library Associations and Institutions, London (England).
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- PGI-83/WS/1

standards being developed as part of the RAMP program; (6) a summary of discussions from the meeting; (7) a brief description of its closing session; and (8) a list of recommendations for future RAMP II activities. Appendices comprise the meeting agenda, a list of meeting participants (including observers from member nations and international organizations), a summary by theme of projects and activities included in the original RAMP program, and other related documents. (ESR)

ED 232 694 IR 050 344

Millenson, Roy H., Comp.
Selected Federal and State Book Program Information.
Association of American Publishers, Washington, D.C.
REPORT NO.- ISBN-1-933536-00-8
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Books; *Educational Finance; Enrollment; Federal Legislation; *Federal Programs; *Instructional Materials; *Library Materials; Library Services; Program Descriptions; Publishing Industry; *State Programs
IDENTIFIERS- *Library Funding; Library Statistics

This publication presents information on federal and state programs which fund library and other book-related projects. Federal programs described provide funding for: (1) library services (Title I, Library Services and Construction Act/LSCA); (2) instructional materials and school library resources (Title IV-B, Elementary and Secondary Education Act/ESEA); (3) inexpensive book distribution for reading motivation (Section 231, ESEA); (4) assistance to medical libraries (Title III-J, Public Health Service Act); (5) the National Agricultural Library; (6) college library resources (Title II-A, Higher Education Act); and (7) strengthening research library resources (Title II-C, Higher Education Act). Fact sheets for each state present names of state education and library officials, school enrollment figures, data on textbook sales, and other related information. Allocation charts for various programs and a glossary are also provided. Appendices include a list of federal information centers, a description of the Center for the Book in the Library of Congress (LC), 1979 statistics for the 60 largest academic libraries, a rank order listing of public libraries with a million

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- Annotated Bibliographies; Educational Needs; Educational Trends; Information Networks; Learning Resources Centers; *Library Cooperation; *Library Networks; *Library Services; Library Surveys; Media Specialists; Online Systems; *Public Libraries; *School Libraries
IDENTIFIERS- Effective Use of Resources Project; PF Project

Ten books, articles, and reports published between 1977 and 1982 and cited in "Resources in Education" and "Current Index to Journals in Education" are listed in this annotated bibliography for school library personnel. Emphasis is on the interconnection of learning resources through library networking. Topics included are the objectives, functions, and roles of school media centers and public libraries; benefits and disadvantages of participating in school media programs; barriers to cooperation; criteria of networking; and automation in school libraries and media centers. Publications about surveys to determine levels of satisfaction with present services, cost effectiveness of computer services, how computers are being utilized, and the extent of school participation in cooperative libraries are listed. Project reports of the Effective Use of Resources Project, co-sponsored by the Illinois State Library and the Illinois Board of Education and projects using on-line systems to provide catalog services to small libraries are also included. In addition to bibliographical information and the annotations, ERIC accession numbers are also provided. (LH)

ED 232 709 IR 060 007

Libraries and the Censorship Issue. A Selected ERIC Bibliography.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- *Academic Freedom; Annotated Bibliographies;

Colleges; Professional Associations; Public Education; Single Sex Colleges; Technical Institutes; *Two Year Colleges; Two Year College Students
IDENTIFIERS- *American Association of Junior Colleges

Based on data collected by the American Association of Junior Colleges (AAJC), this directory provides information on 683 junior colleges in the United States and its territories, Canada, and other selected countries for 1958-59. Following introductory material on the scope of the directory, part I lists the colleges alphabetically by state or country, providing the following information for each: location; administrative head; AAJC membership; state recognition or accrediting agency; type of control or affiliation; co-educational or single-sex status; date founded; enrollments for fall 1958 broken down by freshman, sophomore, or unclassified status, adult enrollments, and full- or part-time status; summer and cumulative enrollments; and numbers of full- and part-time faculty. This section also provides statewide summaries for all junior colleges and for public and private institutions, which include data on number of colleges, AAJC membership, student enrollments for fall 1958, and full- and part-time faculty. Part II presents an analysis of junior college growth from 1900 to 1959, highlighting expansion in three states; presents data on changes in the number of colleges and enrollments, types of colleges, and accrediting agencies; and explains changes in the 1960 directory. This section also includes a list of individual AAJC members; an alphabetical listing of junior colleges; a directory of national and regional junior college organizations; and a directory of junior college honorary societies and social organizations. (HB)

ED 232 723 JC 830 364

Gleazer, Edmund J., Jr., Ed.
Junior College Directory, 1961. Data for June 1, 1959 to May 31, 1960.
American Association of Junior Colleges, Washington, D.C.
PUB DATE- 61
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Accreditation (Institutions); Adult Students; *College Faculty; College Presidents; Community Colleges; *Educational Trends; *Enrollment; Full Time Faculty; *Full Time Students;

Lists of changes in institutions since the previous year, community and junior college organizations, and state administrators for two-year college education conclude the directory. (AYC)

ED 232 736 JC 830 377

Gernhart, Jack C., Ed.; And Others
Community and Junior College Directory, 1974. Period Covering October 1972-August 1973 and Fall Enrollments for 1973.
American Association of Community and Junior Colleges, Washington, D.C.
PUB DATE- 74
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Numerical/Quantitative Data (110)
DESCRIPTIONS- Accreditation (Institutions); Administrators; *College Faculty; College Presidents; Community Colleges; *Enrollment; Fees; Full Time Faculty; *Full Time Students; National Surveys; Part Time Faculty; *Part Time Students; Private Colleges; Professional Associations; Public Education; School Schedules; Technical Institutes; Tuition; *Two Year Colleges; Two Year College Students
IDENTIFIERS- *American Association of Community and Junior Colls

Based upon data collected annually by the American Association of Community and Junior Colleges (AACJC), this directory provides information on 1,165 community, junior, and technical colleges, and two-year branch campuses of four-year institutions in the United States and its territories, including 1972 and 1973 data on enrollments and personnel. Following introductory material on the scope of the directory, abbreviations and key terms are explained. Next, the directory lists the colleges alphabetically by state or country and provides the following information for each: location; chief administrative head; telephone number; year college classes began; type of control or affiliation; AACJC membership; state recognition or accrediting agency; enrollments for October 1972 broken down by full- and part-time enrollment of freshman, sophomore, unclassified, and total students; total October 1972 enrollment; enrollments in summer session 1973; total enrollment in October 1973; full- and part-time faculty and administrators in 1973-74; tuition or all-inclusive fee; and type of academic calendar. Next, tables provide enrollment and personnel summaries by state for all institutions, and for public and independent colleges, and show the distribution of size of enrollments in two-year compared in terms of curriculum characteristics (i.e., entrance requirements, accreditation, length of program, instructional methods, scholastic standards, and tuition costs); general education requirements; and requirements in technical courses. The study revealed that: (1) entrance requirements were similar at all three institutions, with MCC having the least restrictive requirements; (2) all three institutions were accredited by their regional association; (3) the program at DIT was almost twice as long as the other two; (4) all three programs employed the traditional lecture method with some laboratory work; (5) tuition costs were lowest at the MCC; (6) DIT required proportionally more units of technical and electronics courses and placed a greater emphasis on mathematics than the other colleges; and (7) general education requirements were similar at all three schools. Study conclusions emphasize the similarity among the three associate degree programs and the unexpected breadth in the curriculum of the corporation-sponsored school. (HB)

ED 232 749 JC 830 396

Career Development and Job Performance: Follow-Up of Maryland Community College Graduates and Their Employers.
Maryland State Board for Community Colleges, Annapolis.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTIONS- College Choice; *College Graduates; Community Colleges; *Education Work Relationship; *Employer Attitudes; *Employment Patterns; Graduate Surveys; *Participant Satisfaction; *Personnel Evaluation; Program Evaluation; Questionnaires; Salaries; State Surveys; Student Educational Objectives; Two Year Colleges; Vocational Education; Vocational Followup
IDENTIFIERS- *Maryland

In 1981, surveys were conducted of Maryland community college graduates and their employers to assess the effectiveness of the community college programs, the programs' relationship to job demands, and perceptions of the adequacy of community college preparation for employment. Surveys sent to the 7,120 students who graduated from a community college in 1980 requested information on current employment/educational status, reasons for attending college and for selecting a particular college, satisfaction with traditional social studies and language arts curriculum. Groups were assessed using the Coopersmith Self-Esteem Inventory and the Test of Cultural Knowledge, a measure developed for the experimental program. Students' performance on the two measures was compared in terms of treatment condition, sex, grade level, and ethnic background. Results indicate that, in general, experimental group members scored significantly higher on both instruments than did control group members. (The Test of Cultural Knowledge is appended.) (RH)

ED 232 765 PS 013 716

Pathak, Yogini
Child-to-Mother, a Strategy Based on Children as Vectors of Taking Science and Technology to Rural Women. and Realities of Rural Life.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Adolescents; Adult Education; *Adult Programs; *Community Education; *Educational Resources; Foreign Countries; *Literacy Education; Rural Development; *Rural Population
IDENTIFIERS- India

The first brief paper advocates the position that school-attending older children be used to teach health, hygiene, nutrition, and crafts to adult women and to conduct neighborhood-based literacy classes in rural communities in India. It is argued that the number of 10- to 14-year-old adolescents available for such a project would be above 60 million, that these literate students might also teach children not attending school, and that focusing on neighborhoods would avoid problems associated with faction-ridden women's clubs. A second, very brief paper, identifies three social strata among Indians residing in rural areas. The stratum most likely to benefit from social programs is indicated, and instructional strategies for educating the women of that stratum are mentioned. (RH)

ED 232 766 PS 013 719

ED 232 365 EC 152 645

Groff, Alfred
Day-Programs for Moderately Behaviorally Disturbed Preschoolers in the United States of America: A Guide to Literature and a Questionnaire Study.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Emotional Disturbances; History; *Intervention; *Preschool Education; Program Descriptions; *Therapy

A review of the literature on treatment for moderately behaviorally disturbed preschoolers addresses rationale and prevalent approaches, particularly therapeutic preschool programs and day care centers with special therapeutic interventions. Findings of a questionnaire study involving 33 therapeutic preschool programs are reported in terms of participants' behavioral deficits and excesses, program emphases, approaches, and services for parents. Among appended information are an additional reference listing and an annotated listing of early programs for emotionally disturbed preschoolers. The questionnaire is also appended. (CL)

ED 232 366 EC 152 646

Anderson, Luleen S.; And Others
Understanding Handicaps: Changing Students' Attitudes toward the Disabled.
Quincy Public Schools, Mass.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Attitude Change; *Disabilities; Elementary Education; Elementary School Curriculum; Grade 4; *Peer Acceptance; Puppetry; *Student Attitudes
IDENTIFIERS- Massachusetts (Quincy)

A program in Quincy, Massachusetts, is designed to teach nonhandicapped fourth grade students to understand what it is like

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Disabilities; *Humor; *Motivation Techniques; Special Education Teachers; *Stimulation; *Student Teacher Relationship; *Teacher Attitudes; Teacher Behavior

The importance of laughter and humor to enhance education, and special education in particular, is addressed. A sense of humor is an attitude, and humor together with enthusiasm helps students enjoy the learning process. Humor can make students become more alert, and can have very positive influences on affect. A funny remark, a pleasant disposition, and a laugh can set an agreeable tone; all can contribute to an "up" feeling about oneself and others. In addition, humor can help build a positive self-image for students and adults. Humor can also be used to simplify, relax, illustrate, and motivate students. Much of the research on humor supports the view that the positive approach is a beneficial mode of operation. Laughing with and not at students is important, especially with learning disabled and most other special education students. Humor can provide relief in a tense moment and help break down resistance to learning. Many psychologists have recognized humor as important and have encouraged the use of humor in the cognitive and intellectual development of the child. Psychologists have suggested the following functions of humor: humor as therapy, humor as a sixth sense, humor as a safety valve, and humor in counseling. Teachers exert an influence on students not only with what they say but also with the intonation of their voices, their smiles, gesture, clothes, movements, and their whole attitude toward students. Humor can be used in education with posters, puzzles, cartoons, tests, drama, newsletters, and audiovisuals. A "Humor Handout" is included which contains a puzzle and cartoons, 100 ideas and suggestions on using humor in education, and a listing of books about humor and the philosophy of humor. (SEW)

ED 232 382 EC 152 680

Hanson, Janice L.
Impact of the Diagnostic Process on Parents.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Clinical Diagnosis; *Developmental Stages; *Diagnostic Tests; *Disabilities; Early Childhood Education; *Handicap Identification; Infants; *Information Needs; *Parent Attitudes;

evaluation studies, with such results as that substantial gains have been documented across handicapping conditions, and that these gains do not disappear. Also found favorable are cost effectiveness, long-term economic returns of early intervention, and direct and indirect savings, when special education begins before age 6. Chapter 2 describes the Colorado research design study in which 518 students from four school districts who received preschool special education were followed through elementary school for 3 years and then compared with nonpreschool educated students. Among results reported are that the Ss received higher test scores, retained skills over time, and required significantly fewer special services than nonpreschool students. Chapter 3 presents aggregated data from 11 Colorado preschool programs providing services from 3-13 years to 4,568 students in various types of programs. Among findings reported is that 31.4 percent of 1,327 children remaining in the districts are now in regular classes, with concomitant savings. Chapter 4 consists of four case studies (e.g. twins, one with preschool experience), and comments by parents. A bibliography contains 6 citations. (MC)

ED 232 396 EC 152 695

Payne, Holland I.
An Evaluation of the GATE Program in Operation during the 1980-81 School Year.
Sacramento City Unified School District, Calif.
PUB DATE- 30 Jun 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Elementary Secondary Education; *Gifted; Nontraditional Education; Parent Attitudes; *Program Effectiveness; Program Evaluation; *Talent; Teacher Attitudes
IDENTIFIERS- Gifted and Talented Education Program

The report describes evaluation data on the Gifted and Talented Education (GATE) Program for the Sacramento City Unified School District. Parents of elementary, junior high/middle, and senior high GATE students completed questionnaires regarding their children's reactions to GATE, staff answered surveys, and GATE's advisory committee responded to a questionnaire. Evaluation data presented include the following (sample findings in parentheses): program enrollment in 63 district schools; ethnic makeup of students (the percentage of Asian participating students recorded a drop from

PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Academic Records; *Disabilities; Elementary Secondary Education; *Evaluation Methods; *Individualized Education Programs; Records (Forms); *Student Evaluation

Two years of pilot projects are described that attempt to measure special education pupils' progress without being overly global or overly restrictive. It is explained that to be helpful to students, parents, teachers, and other staff, an evaluation system should provide connections between individualized education programs (IEPs), instructional guides, lesson plans, progress reports, report cards, and testing. An approach was developed which enabled the teacher to audit five variables: suggested annual goals, suggested broad based objectives, instructional activities, instructional resources, and the statement of progress/current levels of functioning. Response from parents and staff to the evaluation approach has been positive, and four conclusions are drawn, including that progress reporting by specialists and related services staff must be examined to determine if the same format is appropriate. Examples of IEP worksheets and progress reports are appended. (CL)

ED 232 413 EC 160 018

Lusk, Julie Tapin, Ed.
The Handi Book: A Reference Manual for Personnel Working with Handicapped Students.
Virginia State Dept. of Community Colleges, Richmond.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 83
AVAILABLE FROM- VAEOPP, Julie T. Lusk, Roanoke College, Salem, VA 24153 ($5.00, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Attitudes; Cerebral Palsy; College Students; *Community Colleges; *Disabilities; Epilepsy; Hearing Impairments; Learning Disabilities; Legal Problems; Physical Disabilities; Postsecondary

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Acculturation; *English (Second Language); *Immigrants; Play; *Preschool Education; Second Language Instruction; Socialization

The effectiveness of the "Immigrant Resource Project" preschool program is evaluated. The preschools meet for two hours twice a week while the childrens' parents are in English as second language classes. Pupils range in age from 2 to 6 years and are drawn from a wide variety of immigrant backgrounds. The objectives are to teach English and foster social and cultural adjustment. English is introduced through songs and stories. Cultural and social adjustment are fostered through child-teacher interactions focusing on appropriate play behavior, experiences with toys and play environments, the learning of social frames, and the development of positive self-concepts outside of the family. It is concluded that the project is successfully providing linguistic, educational, and social services for both immigrant children and their parents. (RW)

ED 232 429 FL 013 656

Kennedy, Chris J.
Process and Product in Higher Education: Student-Directed Learning.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adult Learning; *Applied Linguistics; Course Content; Graduate Study; *Group Discussion; Higher Education; *Individualized Instruction; *Student Projects; *Teaching Methods

This experiment in adult learning processes was carried out in a course in applied linguistics in which the students were teachers with experience in teaching English as a foreign language. Consideration of the importance of process in such a situation derived from dissatisfaction with the lecture and tutor-led seminar methods, from the composition of the study body, a desire to link class work and the final evaluation, and the link between course content and methodology. A nine-step procedure was worked out consisting of teacher presentation and participation, small group study, reading, and presentation of several topics. The entire class was expected to be familiar with all the readings in order to be

Aspects of Navajo English are examined to illustrate how Native American English differs from standard English of native speakers. Phonological, morphological, and syntactic characteristics of Navajo English are noted. Navajo English also differs from standard English in its approach to time frameworks and tenses. It is suggested that much of the idiosyncratic tense usage found in Navajo English is due to the use of English tenses for the expression of Navajo aspects and modes. Repetition is also a feature of Navajo English discourse that is used as a rhetorical device. Attempts have been made to describe Native American English varieties as autonomous linguistic systems which receive input from both standard English and Native American Languages at the phonological, morphological, syntactic, and discourse levels. (RW)

ED 232 446 FL 013 819

Sheintuch, Gloria
The Spoken Language of Disadvantaged Children in Israel--A Look at Some Pragmatic Strategies of Communication.
Linguistic Research, Inc., Edmonton (Alberta).
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTIONS- *Children; Communicative Competence (Languages); *Disadvantaged; *Language Usage; Linguistic Performance; Pragmatics; *Speech Communication
IDENTIFIERS- Israel

The spoken language of Israeli children from various socioeconomic and ethnic groups was compared in terms of pragmatic strategies of communication in order to evaluate whether disadvantaged children were linguistically deficient. Interviews were conducted with a sample of 11- and 12-year-old children from privileged and disadvantaged backgrounds. Examination of the interview transcripts demonstrates that disadvantaged children use the same types of pragmatic communication strategies as privileged children. The actual linguistic performance may appear less intelligent to middle-class listeners due to different patterns of linguistic behavior deriving from their different backgrounds. It was observed that the privileged children used a more formal register and provided more detailed information in response to questions. However, the two registers used by the two groups of children do not differ significantly with regard to sentence complexity and

ED 232 464 FL 013 838

Robinett, Betty Wallace, Ed.; Schachter, Jacquelyn, Ed.
Second Language Learning: Contrastive Analysis, Error Analysis, and Related Aspects.
REPORT NO.- ISBN-0-472-08033-4; ISBN 0-472-10027-0
PUB DATE- Jul 83
AVAILABLE FROM- The University of Michigan Press, Ann Arbor, MI (ISBN-0-472-10027-0, $30; pbk., ISBN-0-472-08033-4, $14.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Adult Learning; Applied Linguistics; Classroom Communication; *Contrastive Linguistics; Culture; Discourse Analysis; *Error Analysis (Language); Form Classes (Languages); Graduate Study; Grammar; Higher Education; Interference (Language); *Language Processing; Linguistic Theory; Phonology; *Second Language Learning

This graduate level text on second language learning is divided into three sections. The first two sections provide a survey of the historical underpinnings of second language research in contrastive analysis and error analysis. The third section includes discussions of recent developments in the field. The first section contains articles on the contrastive analysis hypothesis, grammatical structures, sound systems, aspects of specific languages, adjectives, interference, discourse, and culture. The second section presents articles on the linguistic context of language teaching, error production, interlanguage, the significance of learners' errors, sources of errors, phonetic variability, and aspects of the general notion of error analysis. Section three discusses the universalist hypothesis, discourse function, adult second language learning, sequence and variation in second language acquisition, problems with error analysis, a characterization of English foreigner talk, an investigation of language registers and styles used by teachers, foreigner talk and conversational interaction, a model of discourse and correction of learners' errors, and teacher feedback and learners' errors. In addition to the articles, each section contains an introduction, questions designed to integrate the readings and facilitate discussion, and statements of problem areas. (AMH)

Tosi, P. Meara, and A. Davies, cover the following topics: (1) how languages are actually learned, (2) the cognitive aspects of bilingualism, (3) how meaning systems are described in the systemic model of linguistics, (4) the importance of situational context in the study of natural language, (5) bilingual education for migrant children in Europe, (6) current work on vocabulary acquisition, and (7) language testing with discrete point and integrative tests. Each article includes a bibliography. (Author/RW)

ED 232 481 FL 014 001

Harrison, John S.
Microcomputers and Second Language Teaching. Q & A.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-82-0009
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- Computer Assisted Instruction; Computer Managed Instruction; *Computer Programs; Elementary Secondary Education; Higher Education; *Microcomputers; *Second Language Instruction
IDENTIFIERS- Fact Sheets; PF Project

This fact sheet covers the possible uses of microcomputers in second language classrooms, addressing skills needed by instructors, types and uses of the available software, steps for program implementation and future applications. Published resources which can aid second language teachers in locating and evaluating applicable courseware, references and databases are listed. (JW)

ED 232 482 FL 014 002

Harnett, Anne Marie
Public Relations for Foreign Languages. Q & A.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Banking; *College Students; *Economics Education; Finance Occupations; Higher Education; *Money Management; *Simulation
IDENTIFIERS- *Stanford Bank Management Simulation

A simulation game being used in the economics department at the University of North Dakota to introduce students to the world of banking is described. The rationale for this approach is that the economics curriculum tends to be more conceptual than practical in content, and provides limited internship opportunities. The simulation game approach helps the student to understand the practical aspects of banking or the factors affecting bank decisions and operations. The Stanford Bank Management Simulation (SBMS) is a competitive game by which participating students are divided into teams, each of which manages an individual bank. Once the essential bank organization is established, each bank outlines the goals and strategies it will follow for a hypothetical 3-year period. Each bank also provides a set of decisions for the next quarter that will help accomplish the short- and long-term goals delineated in the strategy sessions. After each decision, banks are required to submit reports describing decisions and the reasons for the course of action. Each bank receives information about all of the competing banks and students become adept at reading charts on areas such as stock prices, earnings per share, and loan deposit ratios. Teaching concerns relating to student anxiety, grading, and integration of material are briefly addressed. (SW)

ED 232 497 HE 016 359

The California Student Opportunity and Access Program. A Final Evaluation.
California State Postsecondary Education Commission, Sacramento.
REPORT NO.- CR-83-8
PUB DATE- 21 Feb 83
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Access to Education; *College Attendance; College Bound Students; College Students; Community Colleges; Consortia; Economically Disadvantaged; High School Students; Information Needs; *Intercollegiate Cooperation; *Low Income Groups; Outreach Programs;

ED 232 511 HE 016 386

Goldman, Louis
The Betrayal of the Gatekeepers: Grade Inflation.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Standards; Competence; *Conventional Instruction; Educational Change; Educational Philosophy; *Grade Inflation; Grade Point Average; Higher Education; *Nontraditional Education; *Student Evaluation; *Teacher Role

The problem of grade inflation and explanations for this phenomena are considered. Grade inflation is described as the positive change in grade point average of large numbers of students generally, over an extended period of time. The following array of causes or explanations are discussed: awarding high grades so that a student could go to graduate school rather than be drafted for Vietnam, the culture of narcissism, the philosophy of relativism, institutional innovation and changes in administrative practices, the nature of students, the nature of faculty, the gender and racial composition of colleges, enrollment patterns, and student evaluation of faculty. It is suggested that college faculty are hesitant to be police or "gatekeepers," although their social role is to award certificates and degrees that reflect the levels of competence necessary for certain occupations or social roles. In addition, it is noted that the college or faculty member may benefit from grade inflation in times of declining enrollment and when positive student evaluations of faculty are desired. The issue of grade inflation is further explored in the context of recent versus traditional models of education. Among the trends of the recent model are: the trend for criterion referencing, mastery learning, field-based and experience oriented-courses, and independent study. (SW)

ED 232 512 HE 016 387

Geller, William W.
Professional Development: A Learning Centered Model.
PUB DATE- 83
LANGUAGE- English

Trends in Degrees Awarded by Maryland Public & Private Colleges & Universities, 1971-1982. Volume I. Postsecondary Education Data Reports.

Maryland State Board for Higher Education, Annapolis.

PUB DATE- Jun 83

AVAILABLE FROM- Maryland State Board for Higher Education, 16 Francis Street, Annapolis, MD 21401.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTIONS- Associate Degrees; Bachelors Degrees; *Black Students; *Degrees (Academic); Doctoral Degrees; Educational Certificates; Females; *Majors (Students); Masters Degrees; Postsecondary Education; *Private Colleges; Professional Education; *State Colleges; State Surveys; Trend Analysis; *Womens Education

IDENTIFIERS- *Maryland

Data on degrees awarded by Maryland public and private colleges and universities for fiscal years 1971-1982 are presented. Twelve-year trends are reported by broad academic area within each degree level (lower-division certificate, associate, bachelors, masters, doctoral, first-professional). Trends in degree production by race and sex for 1976-1982 are also covered. The trend data are presented in graphs and statistical tables, as well as an introductory narrative summary. Findings include the following: the number of associate degrees increased between 1971 and 1978 but declined thereafter; 59 percent of associate degrees were awarded in career programs, including business/commerce, natural science, and public service technologies; 24 percent more bachelors degrees were awarded in 1982 than in 1971, with the peak occurring in 1978; education, foreign languages, and letters had the largest loss in the number of bachelors degrees awarded; since 1971 the number of masters degrees has risen 51 percent, with the peak occurring in 1978; since 1971 the number of doctoral degrees has increased 8 percent, and the number of degrees in health and psychology has more than doubled; and degree production in law more than doubled mainly in the 1970s. (SW)

ED 232 527　　　　HE 016 421

Trends in Degrees Awarded by Maryland Public & Private Colleges & Universities, 1971-1982. Volume II. Postsecondary Education Data Reports.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; *Change Strategies; Collective Bargaining; Comparative Analysis; *Declining Enrollment; *Economic Climate; Federal Regulation; Financial Problems; *Higher Education; *Rail Transportation; *Retrenchment; United States History
IDENTIFIERS- *ASHE Annual Meeting

The decline of the American railroad is explored to gain a better understanding of the nature and consequences of decline, as well as to assess implications for higher education. The following issues are addressed: changes that occurred in the railroad's environment between the early twentieth century and the present; the kind of adaptation that railroads made to this environmental change; and inferences that can be drawn for higher education as it enters an era of decline. There are several important similarities between the past environment of the railroads and the anticipated environment of higher education. Each industry has lost or will likely lose a significant share of its market over a period of years. A second similarity is the effect of extensive government regulation upon the regulated industry. A third similarity is that previously negotiated railroad labor contracts severely limited management flexibility at precisely the time when more flexibility was needed. There are analogies to tenure and to departmental prerogatives at a time when significant shifting of resources is required. However, higher education has the option of reducing its resource commitment, achieving equilibrium between resources and enrollment at a lower level, and continuing its educational function at a contracted scale of operation. (SW)

ED 232 542 HE 016 463

Drakeman, Lisa
A Woman's College and the Woman's Tradition: A Defense of Female Leadership and Internationalism at Mount Holyoke. ASHE 1983 Annual Meeting Paper.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; College Role; Educational History;

Education; *Rating Scales; Reliability; Stereotypes; *Student Attitudes; *Student Evaluation of Teacher Performance; *Teacher Effectiveness; Trend Analysis; Validity
IDENTIFIERS- *ASHE Annual Meeting

The literature from 1973-1983 on student ratings of faculty teaching effectiveness is reviewed. Among the consistent findings over the decade are the following: high student rating scale reliability, the limited influence of instructor and student demographic variables on student ratings of teacher effectiveness, and faculty perceptions that evaluation of their performance is important. Myths that continue to be identified in the literature include the following: the belief that student raters do not discriminate among items and that they are insufficiently knowledgeable and/or sophisticated to properly evaluate their instructors, and the view that students are seduced by instructors' expressive personalities even if the instructors present little knowledge. An interesting finding is that when students are asked to list by name the best and worst instructors they have had, 15-20 percent of the instructors are on both lists. Issues remaining to be resolved are the correlation of .43 between student ratings and student achievement, the purpose of student ratings, and identifying the factors represented within rating scales. Information is included on new terms, new rating scale acronyms, new methodologies and statistics and/or applications. (SW)

ED 232 557 HE 016 478

Sagen, H. Bradley
The Study of Higher Education from the Perspectives of Behavioral Science and of Professional Practice. ASHE 1983 Annual Meeting Paper.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Behavioral Science Research; Definitions; *Educational Practices; *Educational Research; *Higher Education; Organizational Climate; Postsecondary Education; *Postsecondary Education As a Field of Study; *Theories
IDENTIFIERS- *ASHE Annual Meeting

An approach to classifying the subject matter of higher education is discussed. It is suggested that higher education is primarily a behavioral phenomenon, although it contains nonbehavioral elements, requirements, writing the necessary computer code, testing and installing, and program documentation and user training. It is suggested that prototyping can have its greatest impact when it is used by the analyst as a tool to initially develop system specifications, rather than to test specifications produced by traditional analysis. The availability of a working model allows users to clearly understand how the system works and what information is available. In addition, users have a working system to use while a final production model is being programmed and installed. A case study of the application of prototyping for the personnel system at Canisius College illustrates this approach. (SW)

ED 232 572 HE 016 496

Batson, Steve W.
An Analysis of the Utilization of Institutional Research Data in 1982 Higher Education Faculty Litigation. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Accountability; *College Faculty; *Court Litigation; Databases; *Employment Statistics; Evaluation Needs; Faculty College Relationship; Higher Education; *Information Needs; Information Systems; *Institutional Research; Legal Responsibility; Personnel Management; Research Needs; *Research Utilization
IDENTIFIERS- *AIR Forum

The types and number of faculty cases litigated and reported at state and federal levels for the 1982 calendar year were examined. Each of 48 cases was reviewed for the basic facts, the underlying legal rationale, the data requirements, and the decision of the court. Categories of cases and the associated data needs were developed. From these categorical data summaries, suggested institutional research databases and studies were formulated as advanced planning mechanisms. Based on the 1982 cases, it is concluded that most cases were brought to court by nontenured males at graduate-level institutions and that the courts held for the institutions in a majority of these cases. It is recommended that that a current and extensive faculty database is essential for avoiding or successfully surviving litigation. Initial employment data, salary and promotion histories, and workload data are important components that should be carefully monitored.

on modified direct cost. A study was conducted to evaluate the stability and consistency of IEP unit costs and productivity ratios for two major research universities for 1978-1979 and 1980-1981. It was assumed that figures for comparable activities at similar universities would have consistency and similarity over time. Two indices were obtained: direct cost per student credit hour and student credit hours generated per full-time equivalent faculty position. The assumption of comparability was found to be less valid than stability over time, since errors over institutions were larger than errors over time. This finding casts doubt on the reliability of comparing IEP indices across research universities. (SW)

ED 232 587 HE 016 511

Russell, Ralph E.; And Others
The Effect of Major Fields of Study on Student Demand for Library Books. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Libraries; *Enrollment Trends; Higher Education; Institutional Research; *Intellectual Disciplines; *Library Circulation; *Majors (Students); *Use Studies
IDENTIFIERS- *AIR Forum

The relationship between student demand for library books by subject area and the students' majors and courses undertaken was studied using a library's automated circulation system. During 1980-1982, book checkout at the university library declined 22 percent. History had the greatest decline in checkouts per student. Other fields with larger enrollments but large declines in library use were: secondary education, educational leadership, English, library science, journalism, nursing, special education, and political science. The greatest declines for subject areas with over 1,000 checkouts were in the areas of political science and education. The subject areas with over 1,000 checkouts were mathematics-computers and criminal justice. Heavy use majors were dominated by the liberal arts, while light use majors were dominated by utilitarian subjects. It is suggested that declines in library book checkouts may be related to a decrease in the number of volumes acquired per year by the university library. Other possible reasons for these declines may include curriculum changes, decreasing print include: faculty awards of fellowships, number of faculty with advanced degrees, years of teaching experience, full-time faculty, scholarly activity, accomplishments of students, and student evaluations. The Association of College and Research Libraries Standards for College Libraries provide for the evaluation of collection adequacy, as well as for staff and facility assessment. Additionally, qualitative standards for measuring library resources are also being used. It is concluded that institutional research (IR) should view the assessment of institutional quality as a priority management task. Criteria and data profiles that answer questions of both internal and external constituencies should be developed by IR offices. (SW)

ED 232 602 HE 016 526

Heydinger, Richard B.
Multiple Scenarios in Higher Education. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Planning; Economic Factors; *Educational Change; Financial Support; *Futures (of Society); Government School Relationship; Higher Education; Institutional Characteristics; Institutional Research; *Long Range Planning; Models; *Prediction; Trend Analysis
IDENTIFIERS- *AIR Forum; *Scenarios

A model for generating global scenarios for higher education is presented, and five global scenarios for the future of higher education in the United States are proposed. Multiple scenarios help to set the context in which planning occurs. They are similar to planning assumptions that many institutional research offices prepare as background information. However, instead of a single assumption for each variable, assumptions are forced to vary across a feasible set of alternatives. As a planning aid, this approach forces individuals to be integrative in their thinking and to recognize that the future is unpredictable. The sample scenarios were constructed from an input-process-external model. Direct inputs include: funds (research funds, state and local financial support, private sources, and student aid), facilities, enrollment, and faculty. Process factors include public policy regarding higher education, internal academic governance, and values of students.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Definitions; *Educational Technology; Employment Opportunities; *Occupational Information; Organizations (Groups); *Professional Education; Publications; Textbooks
IDENTIFIERS- Fact Sheets; PF Project

Over 30 journals, books, and articles on the subject of educational technology published between 1967 and 1983 as well as relevant organizations are listed in this bibliography. Included are a list of seven major professional organizations, six most frequently read journals, three major comprehensive references in the field of educational technology, two recent and complete glossaries, four commonly used textbooks, and two indexes. Entries are arranged according to a dozen most frequently asked questions concerning the field of educational technology. Topics include a definition of educational technology, historical origins of the field, job descriptions and requirements, places of employment, sources of professional education, and disciplines providing good preparation for educational technologists. (LH)

ED 232 617 IR 020 002

Ely, Donald P.
Educational Technology and Distance Education. An ERIC Fact Sheet.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
PUB DATE- Jul 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- *Audiovisual Communications; Continuing Education; *Curriculum Development; *Distance Education; Educational Needs; Educational Principles; Educational Radio; *Educational Technology; Educational Television; *Extension Education; Individualized Education Programs; *Nontraditional Education
IDENTIFIERS- Fact Sheets; PF Project

The role of educational media and technology personnel in the development of distance education curriculum is the focus of this fact sheet. The definition and background of distance education are

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Computer Assisted Instruction; Computer Managed Instruction; *Computer Programs; Drills (Practice); *Grammar; Intermediate Grades; Junior High Schools; Microcomputers; Student Evaluation
IDENTIFIERS- Apple II; Courseware Evaluation; *Homonyms; Microcomputer Software and Info for Teachers; PF Project; Software Evaluation; *Software Reviews

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT (Except for the Evaluation Summary Table): PRODUCER: Milliken Publishing Company, 1100 Research Blvd., St. Louis MO 63132. EVALUATION COMPLETED: June 1982, by staff of the Portland Public Schools, Multnomah ESD, Portland, Oregon. COST: $80 per module; $375 for series of 5 modules. ABILITY LEVEL: 3-9. SUBJECT: Language Arts: Grammar and Usage, Homonyms. MEDIUM OF TRANSFER: 5-1/4" flexible disk. REQUIRED HARDWARE: 48K Apple II, Single disk drive, B & W monitor. REQUIRED SOFTWARE: DOS 3.2, 3.3; Applesoft. INSTRUCTIONAL PURPOSE: Assessment, standard instruction. INSTRUCTIONAL TECHNIQUES: Drill and practice, tutorial, learning management. DOCUMENTATION AVAILABLE: In the program: student instructions, followup activities, and posttesting. In supplementary materials: suggested grade/ability levels, instructional objectives, program operating instructions, teacher's information, resource/reference information, and information about the program's relationship to standard textbooks. INSTRUCTIONAL OBJECTIVES (Stated): to provide individual drill and practice for students on troublesome homonyms and word pairs, using skills and concepts already introduced by teachers. INSTRUCTIONAL PREREQUISITES (Inferred): Students should already be familiar with the concept of homonyms and should have had considerable practice using them in drill and practice situations. CONTENT AND STRUCTURE: This package contains eight tests on homonyms covering simple homonyms, contraction homonyms, triple homonyms and confusing pairs. Students must pass tests at 90% or better to move on to another test. Failure to pass at the 90% or better level results in additional drill and practice experience. This package also contains a useable student management program component. This package is one component of an integrated program series covering English grammar. ESTIMATED STUDENT TIME REQUIRED: Twenty minutes per day until the material is mastered. POTENTIAL USES: This package would be useful in a classroom setting for drill and practice or testing of student knowledge of homonyms. It would not be useful for basic instruction, and students should probably have had considerable paper practice on homonyms prior to using the program. MAJOR STRENGTHS: The program contains student and class management components which allow the teacher to assign work (drill and practice) as needed by students. The material in the program had been correlated with basal language arts texts. The material that students have been introduced to food chains and webs and provided with definitions of necessary terms. CONTENT AND STRUCTURE: This is a simulation using the discovery approach. Students learn about food chains by assuming the identity of each fish in the lake and making choices about behavior. ESTIMATED STUDENT TIME REQUIRED: Not available. POTENTIAL USES: Depending on student's ability and background, the program could be used in a regular or accelerated classroom with small groups of students or with the entire class. MAJOR STRENGTHS: Students are given clear, immediate, and reinforcing feedback. Simulation activities appropriately involve students. Graphics are well done. MAJOR WEAKNESSES: None cited. EVALUATION SUMMARY: Evaluators indicate they would use or recommend use of package with little or no change. (Author)

ED 232 639 IR 020 027

Circulation (Organs). MicroSIFT Courseware Evaluation.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Cardiovascular System; *Computer Assisted Instruction; *Computer Programs; Drills (Practice); Educational Games; Intermediate Grades; Microcomputers; *Science Instruction; Secondary Education
IDENTIFIERS- Apple II Plus; Courseware Evaluation; Microcomputer Software and Info for Teachers; PF Project; Software Evaluation; *Software Reviews

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT (Except for the Evaluation Summary Table): PRODUCER: Micro Power and Light Company, Keystone Park, Suite 1108, 13773 N. Central Expressway, Dallas, TX 75243. LOCAL DISTRIBUTORS: Contact producer for list. EVALUATION COMPLETED: Fall 1981. VERSION: Apple II. COST: $29.95. ABILITY LEVEL: Grades 5-12. SUBJECT: Science: human circulatory system. MEDIUM OF TRANSFER: 5" flexible disk. REQUIRED HARDWARE: 32K Apple II Plus, one disk drive, color monitor. REQUIRED SOFTWARE: DOS 3.2, Applesoft. INSTRUCTIONAL PURPOSE: Standard instruction, enrichment. INSTRUCTIONAL TECHNIQUES: Drill and practice, tutorial, game. DOCUMENTATION AVAILABLE: Suggested grade/ability level, instructional objectives, program operating instructions, teacher's information. INSTRUCTIONAL OBJECTIVES: To teach the functions of the organs of the circulatory system. INSTRUCTIONAL PREREQUISITES:

of the results for each question included in the survey instrument. (Author/ESR)

ED 232 650 IR 050 275

Ihrig, Alice B.
Texas Public Library Trustee Manual. A Handbook for Library Board Members.
Texas State Library, Austin. Dept. of Library Development.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Check Lists; Glossaries; *Governing Boards; Guidelines; Intellectual Freedom; Librarians; *Library Planning; Lobbying; Meetings; Policy Formation; *Public Libraries; Public Relations; Records (Forms); *Trustees; Volunteers
IDENTIFIERS- Library Funding; *Texas

Written by an experienced trustee, this handbook provides information about public libraries in Texas, about the position of the library trustee, and about the opportunities trustees--as representatives of the public--have to advance the services of their libraries. The handbook describes public library boards in Texas, suggested advisory board and trustee activities, library board meetings, lobbying, library volunteers, Friends of the Library groups, the relationship between the trustee and the librarian, methods for finding the best librarian, library funding, library planning and policymaking, public relations activities, open meetings, and the involvement of trustees in library associations. The issue of intellectual freedom is also discussed with statements on the freedom to read and view, a library bill of rights, and a recommendation on the confidentiality of library records provided. A map showing the Texas regional library systems and Texas Library Association districts is presented, as well as descriptions of the Texas State Library and Archives Commission and the Texas State Library Communications Network (TSLCN). Appendices comprise a selective glossary of library-related terms; sample budget and complaint forms; and three checklists covering suggestions for the organization of library boards, suggested bylaws for library boards, and the duties of a librarian in a public library. (ESR)

King Research, Inc., Rockville, Md.
SPONS. AGENCY- Oklahoma State Dept. of Libraries, Oklahoma City.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Data Analysis; *Data Collection; *Evaluation Criteria; *Evaluation Methods; *Library Research; *Library Standards; Performance Factors; *Public Libraries; Surveys
IDENTIFIERS- *Oklahoma

This how-to-do-it guide for Oklahoma public libraries to use in evaluating their performance defines the individual performance measures, explains the data collection and analysis procedures, shows example calculations, and discusses the analysis and presentation of the performance measures. The performance measures are presented in terms of the methodology necessary to collect the required data to calculate the library's score or value for a particular measure. Three types of performance measures are covered: (1) those calculated from annual library statistics, (2) those based on user surveys and a sample of titles from the library's collection, and (3) those which require a telephone survey of the general population. The order of the chapters and their associated performance measures reflect the sequential steps in the performance measure process. Twenty tables provide data collection forms and additional information. (LMM)

ED 232 666 IR 050 303

Burnham, Brian; Taylor, Audrey
PRECIS Indexing. Development of a Working Model for a School Library Cataloguing/Information Retrieval Network.
Ontario Inst. for Studies in Education, Toronto.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.; Ontario Ministry of Colleges and Universities, Toronto.
REPORT NO.- ISBN-0-7743-7354-7
PUB DATE- 82
AVAILABLE FROM- Ontario Institute for Studies in Education, Publication Sales, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($5.00 per copy).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- Check Lists; Citations (References); Filing; *Library Cooperation; Library Planning; Program Administration; *Program Development; Program Implementation; *Serials; Shared Services; *Union Catalogs

Intended for use in countries planning the establishment of new union catalogs, as well as in countries with long established traditions of library resource sharing, this document provides guiding principles and outlines standard methods and practices for the compilation of union catalogs of serials. Following definitions of relevant terminology and a discussion of the objectives, uses, and characteristics of union catalogs, guidelines are given in six areas: (1) the decision to establish a union catalog, including assessment of the general circumstances and the financial and technical resources available; (2) the establishment of the catalog, including aspects of policy, content, the legislative framework, and available resources; (3) organization and management of the catalog, particularly the responsibilities of an editorial center; (4) the content of bibliographic records, including both bibliographic and holding/lending information; (5) catalog compilation and maintenance, including its arrangement, access points, and filing system; and (6) production and publication of the catalog in printed, microform, or computerized format. A brief note on the updating of union catalogs and a list of 18 references conclude the publication. (ESR)

ED 232 681 IR 050 326

Shanks, Doreen
Guide to Bibliographies in Education. Monographs in Education VII.
Manitoba Univ., Winnipeg.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Bibliographies; Disadvantaged; *Education; Educational Anthropology; Educational History; Educational Philosophy; Educational Psychology; Educational Sociology; Ethical Instruction; *Information Sources; Learning Resources Centers; School

or more volumes, excerpts from related federal legislation, descriptions of ERIC clearinghouses and services, a guide to Office of Education programs, and a list of officers and chapters of the Professional Booksellers of America (PBA). (ESR)

ED 232 695 IR 050 345

Student Assistants in ARL Libraries. SPEC Kit 91.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Feb 83
AVAILABLE FROM- The Systems and Procedures Exchange Center (SPEC), Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Ave., NW, Washington, DC 20036 (ARL members, $7.50; non-members, $15.00. All orders must be prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
Legal/Legislative/Regulatory Materials (090)
Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- *Academic Libraries; Grievance Procedures; Higher Education; *Library Personnel; Library Planning; Occupational Information; Orientation Materials; Personnel Evaluation; *Personnel Management; Personnel Policy; Personnel Selection; Records (Forms); Recruitment; *Research Libraries; *Student Employment; Training
IDENTIFIERS- *Student Library Assistants

This collection of library documents related to the employment of student assistants in member libraries of the Association of Research Libraries (ARL) contains: (1) examples of procedures and policies from the University of Kansas, the University of California at Berkeley, and Michigan State University; (2) recruitment and hiring documents from Iowa State University, the University of Houston, and the University of Chicago; (3) job description and classification examples from Pennsylvania State University and the University of Rochester; (4) samples of orientation and training materials from Indiana University, Dartmouth College, Arizona State University, and Michigan State University; and (5) documents on performance appraisal and grievance procedures from the University of California at Irvine, Indiana University, and the University of Rochester. A concise summary of issues and trends related to the employment of library student assistants covers administration and planning, student personnel policies, the orientation and training of student assistants, the effect of national policy and university

*Censorship; Court Litigation; Elementary Secondary Education; Instructional Materials; *Library Material Selection; Organizations (Groups); Reading Material Selection; *School Libraries
IDENTIFIERS- Moral Majority; PF Project; Pico v Island Trus Union Free School District

Ten books and articles published between 1981 and 1982 and cited in "Resources in Education" or "Current Index to Journals in Education" are listed in this bibliography for educators and the general public. Emphasis is on libraries and the censorship issue and the major portion of the bibliography is devoted to publications about censorship concerns, including views of influential groups such as the Moral Majority, religious groups, and teacher organizations; court reactions to the censorship issue; guidelines for forming policies on materials selection and preventing censorship battles in schools; and the basic issue of censorship versus intellectual freedom. In addition to bibliographical information and the annotation, ERIC accession numbers are provided. (LH)

ED 232 710 IR 060 008

Bunker, John
Lady with a Lamp.
New York State Museum, Albany.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Historical Materials (060)
DESCRIPTIONS- Resource Materials; *United States History
IDENTIFIERS- *Statue of Liberty

This history of the Statue of Liberty begins with its dedication on October 28, 1886. The statue's roots are then traced back to France in 1865 when the idea for such a monument was first conceived. The efforts of the sculptor, Frederick Auguste Bartholdi, and the construction of the statue are detailed as well as the difficulties Americans had in raising funds for the building of its base. Following an account of the statue's arrival in New York, the article ends with the famous inscription which was added in 1903. (DC)

National Surveys; Part Time Faculty; *Part Time Students; Private Colleges; Professional Associations; Public Education; Single Sex Colleges; Technical Institutes; *Two Year Colleges; Two Year College Students
IDENTIFIERS- *American Association of Junior Colleges

Based on data collected by the American Association of Junior Colleges (AAJC), this directory provides information on 668 junior colleges in the United States and its territories, and Canada for 1959-60. Following introductory material on the scope of the directory, the first section lists the colleges alphabetically by state, providing the following information for each: location; administrative head; AAJC membership; state recognition or accrediting agency; type of control or affiliation; co-educational or single-sex status; date founded; enrollments for fall 1959 broken down by freshman, sophomore, or unclassified status, adult enrollments, and full- or part-time status, summer and cumulative enrollments; and numbers of full- and part-time faculty. After listing institutions added or dropped since 1960, this section provides statewide summaries for all junior colleges and for public and private institutions, which include data on number of colleges, AAJC membership, student enrollments for fall 1959, and full-time equivalent faculty. The following section analyzes junior college growth from 1900 to 1960 and presents data on changes in the number of colleges and enrollments, and types of colleges and accrediting agencies. The final section includes a list of AAJC members; an alphabetical listing of junior colleges; and a directory of junior college organizations and their officers. (HB)

ED 232 724 JC 830 365

Gleazer, Edmund J., Jr., Ed.
Junior College Directory, 1962. Period Covering June 1960 through May 1961.
American Association of Junior Colleges, Washington, D.C.
PUB DATE- 62
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Accreditation (Institutions); Administrators; Adult Students; *College Faculty; College Presidents; Community Colleges; *Enrollment; Full Time Faculty; *Full Time Students; National Surveys; Part Time Faculty; *Part Time Students; Private Colleges;

colleges. Changes in institutions since the previous year are examined next, followed by lists of community and junior college organizations and state administrators and an alphabetical listing of schools. (AYC)

ED 232 737 JC 830 378

Drake, Sandra L., Ed.
Community, Junior, and Technical College Directory, 1975. Period Covering October 1973-August 1974 and Full-Time and Part-Time Fall Enrollments for 1974.
American Association of Community and Junior Colleges, Washington, D.C.
PUB DATE- 75
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Accreditation (Institutions); Administrators; *College Faculty; College Presidents; Community Colleges; *Educational Trends; *Enrollment; Fees; Full Time Faculty; *Full Time Students; National Surveys; Part Time Faculty; Part Time Students; Private Colleges; Professional Associations; Public Education; School Schedules; Technical Institutes; Tuition; *Two Year Colleges; Two Year College Students
IDENTIFIERS- *American Association of Community and Junior Colls

Based upon a survey conducted in 1974 by the American Association of Community and Junior Colleges (AACJC), this directory provides information on 1,203 community, junior, and technical colleges in the United States and its territories, including 1973 and 1974 data on enrollments and personnel. Following introductory material on the compilation of the directory, a data summary, analysis of trends, and a list of changes in institutions since the previous year are presented. Next, the directory lists each two-year college alphabetically by state or country and provides the following information: location; chief executive officer; telephone number; year college classes began; type of control or affiliation; AACJC membership; accrediting agency; type of academic calendar; October 1973 enrollments of full- and part-time freshman, sophomore and unclassified students; total enrollments as of October 1973; and full- and part-time and total enrollments for October 1974; full- and part-time faculty and administrators in 1974-75; and tuition and fees required. Tables are then presented summarizing enrollment and preparation for employment and quality of instruction, relationship of job to training, salaries, and goal achievement. In addition, surveys were sent to 1,023 employers of occupational graduates who were working full-time in a field related to their major. Study findings, based on responses from 58% of the graduates and 67% of the employers, revealed: (1) 36% of the graduates had attended college to prepare for a job or to update skills and 36% to prepare for transfer; (2) 40% had chosen their college primarily because of its convenient location; (3) 76% of the respondents were employed either full-time (54%) or part-time (22%); (4) 45% of all graduates and 63% of the occupational program graduates were employed in a job directly related to their college program; and (5) 95% of the employers felt that college preparation in job skills was at least adequate and 67% felt that community college graduates were better prepared than other employees. The survey instruments and program data are appended. (HB)

ED 232 750 JC 830 397

The Financial Future of Maryland Community Colleges: Governmental Perspectives (Annapolis, MD, December 3, 1982). Conference Proceedings.

Maryland Association of Community Coll. Trustees, Annapolis.; Maryland State Board for Community Colleges, Annapolis.; Maryland Univ., College Park. Inst. for Research in Higher and Adult Education.; Montgomery Coll., Rockville, Md.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Budgeting; *Community Colleges; *Educational Finance; *Federal Aid; Financial Policy; *Financial Problems; *Financial Support; Political Influences; *State Aid; Statewide Planning; Two Year Colleges
IDENTIFIERS- *Maryland

Federal, state, local, and institutional perspectives on the financial future of Maryland's community colleges are presented in this conference proceedings. In the first section, spokesmen from the Brookings Institution examine "Federalism--Old and New." James Sundquist discusses President Reagan's "New Federalism" and its implications for educational finance, and David Breneman discusses

List of M.Sc. Dissertation.
Maharaja Sayajirao Univ. of Baroda (India). Dept. of Child Development.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Adolescents; Child Rearing; *Early Childhood Education; *Family Relationship; Foreign Countries; Higher Education; Individual Development; *Marriage; *Welfare Services
IDENTIFIERS- India; University of Baroda (India)

Listed are titles, authors, and dates of research conducted under the auspices of the Department of Child Development, Faculty of Home Science, University of Baroda, India. Studies made between 1963 and 1979 are organized under three general headings: human development; marriage, family relationships, and welfare; and early childhood education. In the area of human development, entries are listed under the subheadings of adolescence, child rearing and socialization, developmental studies, application of tests, exceptional children, and reports. Studies in the area of marriage, family relationships, and welfare are listed under the following headings: marriage and family relationships, child rearing practices, and welfare. Studies of early childhood education are categorized in terms of school readiness, nursery school activities and parental expectations, preschool and intervention programs, curriculum development, and children's literature. Partially overlapping the entries in the listing, a supplement lists on a yearly basis research done between 1978 and 1981. (RH)

ED 232 767 PS 013 725

Parekh, Kiran; Mankodi, Hina
In-Service Training Program for Teachers of Young Children: Guidelines.
Maharaja Sayajirao Univ. of Baroda (India). Dept. of Child Development.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Early Childhood Education; *Elementary School Teachers;

to have a handicap. The six 45-minute units include an introductory puppet presentation as well as units on physical disabilities, mental retardation, learning disabilities, visual handicaps, and deafness. Puppets provide interest and a common introductory experience for the students. A curriculum that accompanies the units lists cognitive and affective objectives along with information on materials and sequencing of the lesson. Pre- and posttests were developed as a modification of the Attitudes Toward Handicapped Individuals scale. The program employs specialists (such as therapists and teachers of the mentally retarded and visually handicapped). Of the 119 students who participated in the program, 60 percent improved their posttest scores. (CL)

ED 232 367 EC 152 647

Del-Val, Patricia B.; And Others
Understanding Handicaps: A Curriculum for Changing Students' Attitudes toward the Disabled.
Quincy Public Schools, Mass.
PUB DATE- Oct 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Attitude Change; Curriculum Guides; Deafness; *Disabilities; Elementary School Curriculum; Grade 4; Intermediate Grades; Learning Disabilities; Lesson Plans; Mental Retardation; *Peer Acceptance; Physical Disabilities; Puppetry; *Student Attitudes; Visual Impairments

The curriculum guide presents information on a six unit program designed to help nonhandicapped fourth graders understand handicaps and accept children with handicaps. Each session lists cognitive and affective objectives for the students, materials needed for the lesson, and the sequence of the activity or activities. The initial session uses puppets to focus on the concept of a handicap, while subsequent sessions address the topics of physical handicaps, mental retardation, learning disability, visual impairment, and deafness. The instrument used as a pre- and posttest of attitudes (a modified version of the Attitudes Toward Handicapped Individuals scale) is also included. (CL)

Parent School Relationship; Young Children

Parents' views concerning the developmental assessment of their special children were evaluated, and a diagnostic model was developed based on the findings. Nineteen families whose 3- to 36-month-old children were undergoing first-time developmental evaluations were studied through questionnaire and interview responses. Twelve recurring themes mentioned by the parents fell in five areas: parents' desire for information, the relationship with the evaluator, parents' views of test validity, parents' need for hope or reassurance, and the desire to have both parents present. All families mentioned that they desired information from developmental evaluators. The second most frequently-mentioned theme concerned parents' desire for their children to do for the evaluator the things they did at home. If the evaluator did not get a good picture of the child, parents tended to doubt the test's validity. The third area of themes involved the relationship with the evaluator. The fourth frequently mentioned area covered the theme of parents' need for hope or reassurance about their children. The model for developmental assessments covered setting up a continuing relationship with parents, offering information to parents, and seeking information from parents. An appendix lists the following information: the kinds of information parents either received and found helpful or wanted to know, factors related to the child's performance, parents' views of test validity, and areas about which parents seek hope or reassurance concerning their children. (SEW)

ED 232 383 EC 152 681

Barringer, M. D.; Kosel-Smither, C.
Any Way You Cut It! Molehills Out of Mountains. A Resource and Activity Guide for the Developmentally Disabled.
Wayne County Intermediate School District, Detroit, Mich.
PUB DATE- 82
AVAILABLE FROM- You're Exceptional, 8313 Grayfield, Dearborn Heights, MI 48127 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adults; Children; *Developmental Disabilities; *Developmental Stages; Early Childhood Education; Educational Objectives; Eye Hand Coordination; Infants; *Learning Activities; Manipulative Materials; *Motor Development; Object Manipulation;

1979-80 to 1980-81); parent evaluation responses (the majority of parents believed their children were stimulated as a result of enrichment experiences); effects of an alternative program, a school-within-a-school approach for GATE students; and teachers' comments (recommendations included the need for additional basic materials and greater teacher input into decision making). Among 12 conclusions were that members of the GATE Advisory Committee were very positive about GATE operations and that parents would like to see more classes of science, creative writing, music, art, and basic subjects. Recommendations center on resource listings, inservice training, and continuation of the alternative program. (CL)

ED 232 397 EC 152 697

Gisler, Jan; And Others
Personnel Serving the Severely/Profoundly Handicapped: Professional Preparation and Priorities.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Class Size; Demography; Elementary Secondary Education; *Multiple Disabilities; *Severe Disabilities; *Student Characteristics; Surveys; *Teacher Attitudes; *Teacher Characteristics

A survey was designed to collect descriptive information from teachers of severely/profoundly handicapped (S/PH) students in the public schools of Nevada and Utah. Analysis of 59 responses provided information on teacher demographics (including that the majority of teachers were female, held a special education credential and were relatively inexperienced with the S/PH population), student demographics (including that student age ranged from 3 to 22 years with the primary handicapping condition of mental retardation), classroom settings (including that only 20 respondents served six students or less) and teacher attitudes and goals. Among implications were that teachers needed more formal coursework and inservice opportunities, specifically in curriculum structure and behavior management. (CL)

Education; *Psychological Characteristics; Visual Impairments

The handbook presents an introduction and 11 chapters designed to help community college personnel serve handicapped students. A chapter on legal aspects of serving the handicapped addresses the implications of postsecondary and vocational education requirements on admission and programming. Suggestions are made for overcoming the social barriers of negative attitudes, shyness, overprotection and over independence. Psychological barriers (lack of self-confidence, difficulty in defining success, and inexperience in positive social interactions) are addressed. Six succeeding chapters focus on individual disabilities, considering general tips and specific guidelines for dealing with visual impairment or blindness, cerebral palsy, epilepsy, hearing impairments, learning disabilities and mobility impairments. An additional chapter presents suggested remedies for learning problems of the secondary and junior college learning disabled student. The final chapter outlines steps a disabled student should take to ensure needed services and describes help available from such resources as social services and health departments. (CL)

ED 232 414 EC 160 019

Winter, Ann; And Others

Characteristics of Pupils Entering Learning Disabilities Self-Contained Classes, 1981-1982. Research Service #169.

Toronto Board of Education (Ontario). Research Dept.

REPORT NO.- ISBN-0-88881-171-3

PUB DATE- Apr 83

AVAILABLE FROM- Toronto Board of Education, Research Department, 155 College St., Toronto, Ontario, M5T 1P6, Canada ($5.00 plus $1.50 postage).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Age; Birth Order; Elementary Education; *Family Relationship; *Learning Disabilities; Siblings; Special Classes; *Student Characteristics

IDENTIFIERS- *Ontario (Toronto)

Information was collected on 163 new pupils (7-14 years old) enrolled in classes for learning disabilities in Toronto during one calendar year. Among data collected were biographical as well as developmental/medical information about the students, information about each student's parents, educational and social histories, able to participate in the discussions led by the group that was responsible for a particular topic. The final step was an entire class seminar. The procedure is considered preferable to a teacher-dominated class. Student evaluations indicated that the course had achieved its aims of increasing motivation and participation, and involving the students in the process of their own learning. It was also evident that there had been a considerable "carry-over" effect to produce a high level of content knowledge. (AMH)

ED 232 430 FL 013 693

Harlow, James
A Survey of Vietnamese Refugee Location in the U. S. Work Force.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adults; Educational Background; Education Work Relationship; *Employment Level; *Employment Patterns; *Refugees; *Vietnamese People
IDENTIFIERS- California (San Diego)

A sample of 73 Vietnamese refugees living in San Diego North County, California, was surveyed about their educational and vocational background, both before and after arrival in the United States. The average age of the respondents was 34 years. The respondents had received an average of 11.5 years of education in Vietnam and 20.5 months in the United States. They had studied English as a second language for an average of 15.4 months, and two-thirds had received some form of financial aid to attend school. The results indicate that Vietnamese refugees have been unable to resume their former livelihoods and have had to enter the U.S. work force at the bottom of the ladder despite the magnitude of educational and financial aid services they have received. (RW)

ED 232 431 FL 013 698

vocabulary size. It is concluded that unfavorable evaluations of the speech of disadvantaged children arise in part from differences in background rather than from genuine deficiencies in linguistic competence. (Author/RW)

ED 232 447 FL 013 820

Penelope, Julia
Language and Communication: Syntactic Euphemism.
Linguistic Research, Inc., Edmonton (Alberta).
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTIONS- Communication (Thought Transfer); Expository Writing; *Language Usage; *Persuasive Discourse; Sentence Structure; *Syntax; Verbal Communication

The assumption that language is used solely to convey information with the maximum efficiency is refuted with examples of expository prose. Eight brief samples of expository prose are examined in order to demonstrate the use of syntactic euphemism to manipulate communication in complex and subtle ways. Syntactic euphemism involves the use of the rules of English syntax for the construction of bias. It is shown that processes such as topicalization and the creation of surface subjects and objects can function to suppress or distort information. Manipulation of sentence structure in the effort to instill beliefs while appearing to maintain objectivity is an example of language use as a subjective projection on the part of the speaker or writer. (RW)

ED 232 448 FL 013 822

Lunn, Patricia V.
Teaching Pronunciation in the Standard Intermediate Curriculum.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

ED 232 465 FL 013 839

Allen, Edward D.; Birckbichler, Diane W.

The Development of Protocols to Help Teachers Understand and Interpret the Acquisition of a Foreign Language among Secondary School Students. Final Report, September 1, 1981-March 31, 1983.

Ohio State Univ., Columbus. Research Foundation.

SPONS. AGENCY- Office of International Education (ED), Washington, DC.
REPORT NO.- RF-762891/714176
PUB DATE- 23 Jun 83
GRANT- G008102661
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Communicative Competence (Languages); French; Language Teachers; *Protocol Materials; Secondary Education; *Second Language Learning; Spanish; Videotape Recordings

This final report describes a project in which videotapes of secondary school students performing linguistic and communicative tasks at various levels of French and Spanish instruction were produced. The videotapes are intended to illustrate levels of foreign language acquisition to language teachers. High achieving students were filmed after 2, 3, 4, or 5 years of study in French or Spanish classes. The resulting protocols illustrate giving and taking directions in Spanish and French, interviewing a native Spanish speaker, French pronunciation, story retelling in French, cloze testing in French, and sentence combining in French. The tapes have been evaluated by consultants and teachers. An instructor's guide has been developed for each protocol to aid teachers in interpreting the students' performance. The guides, evaluation reports, and a reprint of a related article are appended. (AW)

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
CONTRACT- 400-82-0009
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- Community Involvement; Elementary Secondary Education; Guidelines; Newspapers; Publicity; *Public Relations; Radio; School Business Relationship; School Community Relationship; *Second Language Programs; Student Participation; Television
IDENTIFIERS- PF Project

Public relations (PR) is a well-planned campaign of activities the purpose of which is to sell a product (such as foreign language programs) to an external audience. PR differs from publicity in that publicity is a reaction to occasional events whereas PR is a plan with identifiable objectives which extends over a period of time. In conducting a PR campaign, first programs and the public image are assessed, then goals are set, and finally strategies are developed. Possible activities include involving local businesses, government at all levels, and the surrounding community. Substantive issues can be presented to the public through forums in which educators and community leaders participate in panel discussions. Students can be involved through interdisciplinary minicourses such as a combined journalism and foreign language class. The media can be used by sending press releases and letters to newspapers, working with television stations, and writing public service announcements for radio. These and many other ideas and strategies are developed in the articles and pamphlets listed in the references. (DC)

ED 232 483 FL 014 003

Lowe, Pardee, Jr.; Liskin-Gasparro, Judith E.
Testing Speaking Proficiency: The Oral Interview. Q & A.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 400-82-0009
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)

Peer Counseling; Postsecondary Education; *Student Recruitment; *Tutoring
IDENTIFIERS- *California Student Opportunity and Access Program

The overall development of the California Student Opportunity and Access (Cal-SOAP) Program and its achievement of legislatively-established objectives are reviewed, along with the objectives and accomplishments of five pilot projects. Cal-Soap is an experimental program that promotes interinstitutional efforts to increase postsecondary educational opportunities for low-income high school and community college students. The program provides information about postsecondary educational opportunities and is designed to raise the achievement levels of low-income students. Additional objectives are to reduce duplication in outreach efforts and to utilize low-income college students in peer counseling and tutoring for low-income high school students. Another approach, utilized by the San Diego pilot project, is a student information system that can be used by individual colleges to focus their outreach efforts on potentially eligible students who have expressed interest in the college. The five pilot projects are regional interinstitutional efforts located in Santa Clara County (the Central Coast Consortium); Alameda and Contra Costa Counties (the East Bay Consortium); San Diego County (the Cal-SOAP Consortium); Solano-Yolo Counties (the Solano University and Community College Educational Support Services (SUCCESS) Consortium); and Orange County (the South Coast Consortium). In addition to descriptions of these projects, recommendations are offered. A portion of Assembly Bill 507 (1978) is appended along with a bibliography. (SW)

ED 232 498 HE 016 360

Health Sciences Education in California, 1983-1984.
California State Postsecondary Education Commission, Sacramento.
REPORT NO.- CR-83-9
PUB DATE- 2 Feb 83
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Allied Health Occupations Education; *Degrees (Academic); Dental Schools; *Enrollment Trends; Health Services; Higher Education; Labor Needs; *Medical Education; *Nursi

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Group Dynamics; Higher Education; Individual Development; Interpersonal Communication; *Interprofessional Relationship; Knowledge Level; *Leadership Training; Models; *Organizational Effectiveness; *Professional Development; *Program Evaluation; Self Evaluation (Groups); *Self Evaluation (Individuals); Staff Development; Training Objectives

A professional development model is proposed that is based on learning outcomes derived from Bloom's Taxonomy of Intellectual Inquiry. Professional development is depicted as a sequence of learning components: (1) broadened knowledge and comprehension; (2) improved application of that knowledge; and (3) an analysis, synthesis, and evaluation of knowledge bases and dissemination strategies. Within each of these three components, there are three levels of staff development: individual, group, and institution. In addition, each of these levels contain elements of personal and professional development. The matrix formed by learning outcomes and levels of development serves as a tool for the staff person and supervisor to determine the specific learning outcomes that are influenced by individual and institutional needs. Therefore, the model assumes evaluation and self-assessment. A second underlying assumption is that the professional work unit has goals or other guiding statements. Finally, successful use of the model is dependent on institutional resources that are used to support the developmental activities. These include time, varying assignments, and financial and colleague support. (SW)

ED 232 513 HE 016 393

State Postsecondary Education Profiles Handbook, 1982-83 Edition. Report No. 88.

Education Commission of the States, Denver, Colo.; National Center for Higher Education Management Systems, Boulder, Colo.; State Higher Education Executive Officers Association.
PUB DATE- Feb 82
AVAILABLE FROM- Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Educational Finance; Enrollment Trends; Expenditures;

Maryland State Board for Higher Education, Annapolis.
PUB DATE- Jun 83
AVAILABLE FROM- Maryland State Board for Higher Education, 16 Francis Street, Annapolis, MD 21401.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- Associate Degrees; Bachelors Degrees; *Community Colleges; *Degrees (Academic); Doctoral Degrees; *Educational Certificates; Intellectual Disciplines; *Majors (Students); Masters Degrees; Postsecondary Education; *Private Colleges; Professional Education; *State Colleges; State Surveys; Trend Analysis
IDENTIFIERS- *Maryland

Data on degrees awarded by Maryland public and private colleges and universities for fiscal years 1971-1982 are presented. Twelve-year trends in total degrees awarded by institution are presented, along with 6-year trends (1977-1982) in degrees awarded for each program at each institution in Maryland. In addition to the detailed statistical tables, a brief narrative summary is provided. Highlights include the following: there has been continued steady growth in the number of lower-division certificates awarded in recent years; associate degree production at community colleges increased during the first part of the 1970s and then stabilized; bachelor's degrees increased by one-third at the University of Maryland's University College, while the public colleges and private colleges experienced slightly more than 20 percent growth in bachelor's degree production; at the master's level, the state institutions increased degree production by 47 percent, and the private institutions more than doubled in degree production during 1971-1982; at the doctoral level, there has been relative stability at both the University of Maryland and Johns Hopkins University; and first-professional degree production at the University of Maryland increased during the early 1970s and stabilized since 1977. (SW)

ED 232 528 HE 016 422

Anderson, Sandra M.; Andrew, Loyd D.
A Study of the Relationship between the Cost of Operation of Statewide Boards for Higher Education and the Cost of Administration in Public Institutions of Higher Education. ASHE 1983 Annual Meeting Paper.
PUB DATE- Mar 83

*Females; Higher Education; Human Dignity; Humanitarianism; *Leadership Responsibility; *Moral Values; *Single Sex Colleges; *Social Responsibility; Social Values; Womens Education
IDENTIFIERS- *ASHE Annual Meeting; Lyon (Mary); *Mount Holyoke College MA; Woolley (Mary)

Views on the importance of the women's contributions to shaping culture and the role of female leadership at Mount Holyoke College are considered. According to historian Mary Ritter Beard, the "woman's tradition" of imparting a progressive social consciousness to the culture has been an important influence. Beard addressed Mount Holyoke in 1937 at the college's 100th anniversary, when the college's historical mission to promote female leadership and internationalist values was justified. The centenary activities offered a vision of the college's future, which may be identified as an organizational saga. The first component of the saga was that Mount Holyoke's women leaders had been successful. Examples of strong leadership were demonstrated by Mary Lyon, the college's founder and by Mary Woolley, the president for 36 years. At the 100th anniversary, celebrants discussed the moral values and social goals that were fostered by the college's female leaders and that constituted a special heritage for the college women. Education at Mount Holyoke has been based on the tenets of human possibilities, human worth, and human self-improvement. Similarities and distinctions between the Mount Holyoke saga and basic tenets of the Social Gospel were also noted. (SW)

ED 232 543 HE 016 464

Attinasi, Louis C., Jr.; Richardson, Richard C., Jr.
The Persistence of Mexican-American Freshmen: A Qualitative Study. ASHE 1983 Annual Meeting Paper.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Persistence; *College Environment; *College Freshmen; Dropouts; Higher Education; *Interpersonal Communication; *Mexican Americans; Research Design; *Student Attitudes; Student Attrition; Student College Relationship
IDENTIFIERS- *ASHE Annual Meeting

The process by which the student formulates conceptions of the university and the impact of this process on the decision to persist and it should be studied by other disciplines in addition to the behavioral sciences. To study higher education is to study behavioral patterns such as educational management, resource acquisition and allocation, and instruction. A classification of the subject matter of higher education should begin with a definition of the observed behaviors and then define entities such as students and institutions. Most of the systematic knowledge about higher education has been achieved through the concepts and methods of the behavioral sciences. A subject matter classification should link prescriptive principles with a descriptive knowledge base drawn from the behavioral sciences and other disciplines, which would result in a linkage between theory and practice. Attention is also directed to the need for definitions of higher education and postsecondary education, the similarity of behavior within higher education and organizations, and the need to specify various levels of behaviors (i.e., ranging from the individual to the system). (SW)

ED 232 558 HE 016 479

Askew, Jerry Wayne
Some Thoughts on the Value of Grounded Theory for the Study and Practice of Higher Education. ASHE 1983 Annual Meeting Paper.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Educational Practices; *Educational Research; Experimenter Characteristics; *Field Studies; *Higher Education; Inquiry; *Research Methodology
IDENTIFIERS- *ASHE Annual Meeting; *Grounded Theory

The value of the grounded theory approach to inquiry for the study and practice of higher education is discussed. It is suggested that there is a need to identify approaches to inquiry that maintain scientific validity while revealing meaningful responses to the complex problems of higher education. An approach that may be employed for this purpose is Glaser and Strauss's constant comparative method, which is designed to inductively generate grounded theory (i.e., based on data obtained from the field). The current debate over the processes that may be used in conducting legitimate inquiry is briefly reviewed. It is claimed that most challenges facing higher education researchers and practitioners are so complex that they require knowledge unobtainable through the use

Institutional researchers, in cooperation with administrators, should design studies to periodically compare salaries, raises, promotions, and tenure achievement by sex, race, age, and organizational units in order to keep administrators informed of potential trouble areas. (SW)

ED 232 573 HE 016 497

Slovacek, Simeon P.
Telecommunications Development: The Role of Institutional Research. AIR 1983 Annual Forum Paper.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Agency Role; Cable Television; Educational Television; *Educational Trends; *Futures (of Society); Higher Education; *Institutional Research; Research Directors; *Researchers; Research Utilization; *Telecommunications; Teleconferencing; Television
IDENTIFIERS- *AIR Forum

Developments in telecommunications that are being used or could be used in education are reviewed, and the roles institutional researchers can play are explored. Possible roles cited include: identifying existing resources on campus, conducting market research on the needs of potential users, facilitating telecommunications planning efforts, keeping abreast of developments on other campuses and on cable franchising activity within the institution's service area. Examples are drawn from California State University, Los Angeles efforts. Examined are areas such as: the background of telecommunications, cable television franchising, instructional television fixed service (ITFS), teleconferencing, and combining internal communications. It is concluded that the vitality of an Office of Institutional Research is directly related to its ability to assist in helping an institution realize its potential, especially in areas such as telecommunications that present both challenges and potential. (Author/LC) literacy, and the availability of other sources of information (television and computers). (SW)

ED 232 588 HE 016 512

Martorana, S. V.; Kuhns, Eileen
Goal Setting: The Roles Institutional Researchers Play, and Their Use of Data Bases and Technological Aids. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *College Planning; *Computer Oriented Programs; Databases; Educational Assessment; *Educational Objectives; Evaluation Methods; Higher Education; Information Systems; *Institutional Research; Policy Formation; *Program Evaluation; Researchers; *Staff Role
IDENTIFIERS- *AIR Forum

The roles of institutional researchers in the overall goal setting and monitoring process were studied in 1982. In addition, the use of databases and new technology (e.g., computer models and planning aids, information retrieval systems, and national databases) as support mechanisms for assessment of institutional performance, and the methods used to set and monitor goals, were assessed. Respondents were a random sample of 219 members of the Association of Institutional Research. Of the respondents working in colleges and universities, over 90 percent held administrative positions or positions that were primarily administrative, with some teaching. About 90 percent of their institutions had given policy-level attention to goals during the past 3 years, usually for the development of a master plan at the institutional level. All but 8 percent had some involvement with goal setting and monitoring, and about 30 percent had a strong or very strong policy role. Of the 15 goal activities included on the questionnaire, the 2 with the highest level of institutional researcher involvement pertained to developing a broad statement of goals, and devising assessment or evaluation procedures relating operating unit achievement to achievement of institutionwide goals. (SW)

External factors include the following: economy, computation and communication, demand for research and instructional programs, societal reactions to higher education, competition from other segments of postsecondary education, and the regulatory climate. (SW)

ED 232 603 HE 016 527

Schoen, Jane; Warner, Sean
A Case Study of Qualitative Research: Methods and Administrative Impact. AIR 1983 Annual Forum Paper.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Students; *Bachelors Degrees; Case Studies; Education Work Relationship; Employer Attitudes; *Evaluation Methods; Graduate Surveys; Higher Education; Institutional Research; Interviews; Job Skills; *Labor Force Development; Liberal Arts; *Program Evaluation; Research Methodology; *School Business Relationship; Staff Development; Teacher Attitudes
IDENTIFIERS- *AIR Forum; *Union for Experimenting Colls and Unive OH

A case study in program evaluation that demonstrates the effectiveness of qualitative research methods is presented. Over a 5-year period, the Union for Experimenting Colleges and Universities in Ohio offered a baccalaureate program (University Without Walls) to local employees of a national manufacturing firm. The institutional research office evaluated the impact of the degree program on graduates and employers. The academic programs were individually designed, monitored, and executed using institutional and business resources and stressed job relevance and acquisition of job-related skills in the context of a liberal arts education. The research office examined student files and individual portfolios, developed and administered a questionnaire, and interviewed graduates, their supervisors, and resource faculty within the firm. Qualitative methods were found to be appropriate for this study. Administrative outcomes included generation of material that increased visibility within the organization and that related directly to student recruitment. Additional program outcomes include the following: the degree has provided career growth for a majority of the graduates; students increased skills, knowledge, and self-confidence; and students' attitudes or performance on the job improved. (Author/SW) briefly described as nontraditional education involving communication between teachers and learners by such means as correspondence, radio, and television. Major characteristics and assets of distance education include: (1) increased continuing education opportunities for those unable to attend conventional courses; (2) centrally coordinated information distribution and management; (3) a wide variety of faculty contributions such as assistance in the creation of materials and seminars; and (4) carefully designed and coordinated self-instructional materials and procedures. A variety of delivery systems are mentioned including newspapers, radio, television, course notebooks, textbooks, programmed instruction, pictures, audio cassettes, and lab kits and computers. Reference is made to popular publications used to design materials and procedures. The second part of the fact sheet lists relevant entries in the ERIC database followed by a general bibliography of relevant books and articles. (LH)

ED 232 618 IR 020 003

Olson, Michael
Videotex 1983. An ERIC Fact Sheet.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- Definitions; Educational Technology; *Information Networks; *Online Systems; Technological Advancement; *Telephone Communications Systems; *Videotex
IDENTIFIERS- *Computer Uses in Education; Fact Sheets; PF Project

The capabilities and potential of videotex, a two-way interactive communication and information retrieval service, are briefly described in this fact sheet. Videotex refers to a two-way linkage between databases and individual consumers in home or office. It is currently being used for information retrieval, transactions (e.g., bill paying, banking), messages, telemonitoring (home security), and computing with software. Because research, field tests, and operating videotex systems throughout the world have been aimed primarily at commercial markets, instructional materials are few. However, Great Britain, Canada, and France are currently engaged in aggressive videotex development efforts and its use is likely to become commonplace in these countries at a more rapid pace. A includes a scope and sequence chart. MAJOR WEAKNESSES: The program does not make adequate use of the more creative aspects of a computer. A more extensive teacher's guide with student support materials would be helpful. EVALUATION SUMMARY: Evaluators indicate they would use or recommend use of this package with little or no change. (Author)

ED 232 629 IR 020 017

Homonyms in Context. MicroSIFT Courseware Evaluation.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Programs; Context Clues; Drills (Practice); Educational Games; *Grammar; Intermediate Grades; Junior High Schools; Microcomputers
IDENTIFIERS- Apple II; Apple II Plus; Courseware Evaluation; *Homonyms; Microcomputer Software and Info for Teachers; PF Project; Software Evaluation; *Software Reviews; TRS 80 Model I; TRS 80 Model III

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT (Except for the Evaluation Summary Table): VERSION: Apple II. PRODUCER: Random House, School Division, 2970 Brandywine Road, Atlanta, Georgia 30341. EVALUATION COMPLETED: June 1982 by the staff and constituents of the Portland Public Schools, Portland, Oregon. COST: Apple II and Radio Shack TRS-80 Model III disk, $60.00. Models I and III cassette, $39.00. ABILITY LEVEL: Grades 3-9. SUBJECT: Language arts: reading. MEDIUM OF TRANSFER: 5-1/4" flexible disk. REQUIRED HARDWARE: Apple II or Apple II Plus, with single disk drive and monitor or television. (Also available for TRS 80 models I, III with cassette or disk drive.) REQUIRED SOFTWARE: DOS 3.3 (for Apple II version). INSTRUCTIONAL PURPOSE: Remediation, standard instruction. INSTRUCTIONAL TECHNIQUES: Drill and practice. DOCUMENTATION AVAILABLE: Computer program includes prerequisite skills and activities, program operating instructions and followup activities. Supplementary materials include suggested grade/ability levels, instructional objectives, prerequisite skills/activities, program operating instructions and teacher's information. INSTRUCTIONAL OBJECTIVES: Provide drill and practice in recognition of homonyms within a given context. INSTRUCTIONAL PREREQUISITES: (Not stated) Reviewers infer that users have received instruction covering the

Teacher should go through the instructional cycle with the student prior to using. Students need a 3rd grade reading ability and some instruction in health or science at Grades 3 or 4. CONTENT AND STRUCTURE: The program teaches the functions of the heart, blood, arteries, capillaries, veins and lungs. The student has a choice of three instructional modes: tutorials with animated sequences, true-false quizzes and a time limit. Tutorial sequences are short and provide opportunities for the user to review the animations which are used to illustrate specific concepts. Tutorials include quizzes on previous lessons. ESTIMATED STUDENT TIME REQUIRED: Not available. POTENTIAL USES: The program could be used to review science or health related topics, or for free time enrichment. It may also be used effectively as a resource center activity where students rotate through stations, or it could be the focus of a class exercise with teams competing for points. MAJOR STRENGTHS: Computer responses are "friendly." Correct answer is given if student gives an incorrect answer. The program is designed for easy entry and exit. The student can bypass previously studied material. There is plenty of opportunity for review. User controls rate of learning. Content is segmented into small units. MAJOR WEAKNESSES: Use of blue color to represent lungs and cells that have received oxygen deviates from the usual color scheme. The option for students to play a game without going first to an instruction mode is presented too early. Students tend to go directly to the game option, later finding they cannot be successful if they skipped the instruction section. EVALUATION SUMMARY: Evaluators indicate they would use or recommend use of this package with little or no change. (Author)

ED 232 651 IR 050 276

Texas System Advisory Council Information Booklet.
Texas State Library, Austin.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Advisory Committees; Check Lists; Governing Boards; *Library Cooperation; *Library Networks; Library Planning; *Public Libraries; *State Libraries; State Programs
IDENTIFIERS- *Texas

This booklet provides background information about the Texas library system for both new and experienced system advisory council members and lay representatives. It is noted that most of the material included was previously distributed at the 1980 System Advisory Council Conference. Five sections are presented: (1) "The Public Library and the Texas Library System," by Colonel Charles Nelson; (2) a description of the history of library systems in Texas, including a chronology of events and an excerpt from a 1976 publication concerning library cooperative efforts; (3) "The Texas Library System: Organization, Governance, and Advisory Bodies," by Colonel Charles Nelson; (4) information on the Texas State Library and Archives Commission, the State Librarian, the Texas Library Systems Act Advisory Board, the Systems Study Committee, the Library Services and Construction Act (LSCA) Advisory Council, and the Library Development Division of the State Library, including organizational charts, membership lists, descriptions of activities, and checklists of responsibilities and functions, with an additional description of systems operations at the state level; and (5) lists of documents submitted to the Texas State Library and required documents for the Annual Plan of Service. Background readings listed in the table of contents are not included. (ESR)

ED 232 652 IR 050 277

Carey, Kevin

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Audiovisual Aids; *Automatic Indexing; *Cataloging; Computer Output Microfilm; Elementary Secondary Education; Foreign Countries; Glossaries; *Information Retrieval; *Learning Resources Centers; *Library Automation; Library Networks; Models; *School Libraries; Time Sharing
IDENTIFIERS- Aurora PRECIS Project; Machine Readable Cataloging; Ontario; *Preserved Context Indexing System

The developmental research project described investigated means of improving access to materials in Ontario school resource centers to increase center utilization. The objective of this York Region project was to determine whether, by linking together the power of three computerized systems--MARC (MAchine-Readable Cataloging), COM, (Computer Output Microform), and PRECIS (PREserved Context Index System)--many of the problems that had resulted in under use of school libraries could be solved. This report first places the project in a historical context, describes the purpose of PRECIS in terms of recent needs and opportunities, notes the international range of PRECIS applications, and relates the foregoing to the requirements of present school libraries. Problems associated with the catalogs normally used and how the three computerized systems deal with these problems are then described, as well as project accomplishments and future needs. The final section focuses on the program, begun at Aurora High School in 1972 with a test of PRECIS in the manual mode, that became the starting point for a school library cataloging, information retrieval, elementary/secondary mini-network. Explanations are given for how the various contract objectives were met or missed. Appendices include a glossary, a five-page bibliography, a map of the PRECIS mini-network, a supplement to the AUE Union Catalog, and samples from subject index microfiche and microfiche catalogs for elementary and secondary schools. (LMM)

ED 232 667 IR 050 306

Saracevic, Tefko, Ed.
Selective Libraries for Medical Schools in Less-Developed Countries. Working Papers of a Conference (Bellagio, Italy, October 3 to November 3, 1979).
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
PUB DATE- Sep 80
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.

Administration; Teacher Education; Teaching Methods
IDENTIFIERS- Bibliography of Bibliographies

Intended for the use of librarians responsible for collection development in education libraries and for students and researchers in education, this document lists 947 bibliographies, separately published from 1964 to 1980, which cover a wide range of areas in the field of education, including: the history of education; comparative and international education; the philosophy of education; educational anthropology, sociology, and psychology; principles and practices of teaching; early childhood, elementary, secondary, and higher education; teacher education; school administration and organization; moral education; technical, vocational, and business education; the education of women, ethnic groups, blacks, the culturally disadvantaged, labor and laboring classes, and prisoners; bilingualism; special education; adult education; and instructional materials centers. Included are works in English published in Canada, the United States, Europe, Australia, and New Zealand, as well as bibliographies in French published in Canada. Items produced by or related to ERIC and those listing only curriculum materials are excluded. The document is arranged alphabetically by author within a subject organization based on the L schedule of the Library of Congress (LC) classification scheme. An introduction listing sources consulted, an appendix listing headings used to search the LC catalog, and an author-title index are also provided. (Author/ESR)

ED 232 682 IR 050 328

De Jong, Fred J.
An Information Systems Specialist's Guide to Older Americans Programs. Manual I.
National Association of State Units on Aging, Washington, DC.; TSDI, Inc., New York, NY.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- Aug 82
GRANT- 90-AT-0025
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Check Lists; Financial Support; *Information Needs; Information Networks; Information Scientists; *Information Systems; National Programs; *Older Adults; *Program Descriptions; *Public Agencies; State Agencies; Systems Development

economics on student employment, and the tasks best suited to student assistants. A five-item bibliography on student employment and an evaluation sheet for this ARL Systems and Procedures Exchange Center (SPEC) kit are also provided. (ESR)

ED 232 696 IR 050 348

McKernan, M. D.
UNO's Afghanistan Collection.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cataloging; *College Libraries; Foreign Countries; *Foreign Language Books; *Foreign Language Periodicals; Higher Education; Library Acquisition; *Library Collections; Pashto; Romanization
IDENTIFIERS- *Afghanistan; Dari; OCLC; *University of Nebraska Omaha

This paper explores the background history and sources of the Afghanistan collection at the University Library, University of Nebraska at Omaha (UNO). Credit for the impetus behind the development of the collection is given to Chris Jung, a former UNO geography/geology faculty member; Ronald Roskens, then UNO chancellor; and the Afghanistan Studies Association (ASA), a group of North American scholars. It is noted that the core Afghan collection was donated to UNO in 1974 by Arthur Paul, a former noted Afghan studies scholar. Also examined are the acquisition and processing of materials, the availability of these materials to users, and the collection's current status in relation to Afghanistan holdings in other North American libraries. Special emphasis is given to a description of the preparation of Pushto and Dari language materials for entry on the OCLC database. A brief discussion of future directions for the Afghan collection concludes the paper. (Author/ESR)

ED 232 711 JC 830 326

Ryan, Gordon Jeremiah
Brookdale Community College and Accepted Standards of Academic Due Process.
PUB DATE- 19 Apr 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Community Colleges; *Court Litigation; Discipline Policy; *Due Process; *Policy Formation; Student College Relationship; *Student Rights; Two Year Colleges
IDENTIFIERS- *Brookdale Community College NJ

Drawing from an extensive literature review, this practicum recommends a written student academic due process procedure for Brookdale Community College (BCC). Introductory material poses the issue of students' rights to specific institutional procedures by which they can challenge academic judgements made by instructors or by collective faculty or administration. Next, the lack of scholarly attention to the issue of academic due process and the need for a model appropriate to community colleges are addressed. Following a discussion of the background and significance of the practicum, a review is presented of the literature on definitions of the terms "due process" and "right"; issues related to student academic due process; and judicial decisions which have direct application to the question. An analysis is then presented of the current policy and procedures of BCC focusing on student cheating, followed by a summary of the major areas of agreement found in the literature on specific due process steps. The policy proposed for BCC is then presented and its implications discussed. The practicum concludes that the following components are essential to due process policies: (1) written, readily available policies; (2) explicit definitions of offenses and penalties; (3) student representation at all formal proceedings; (4) appeals hearing panels composed of faculty and students; and (5) minimum guidelines for hearing panels. (LL)

Professional Associations; Public Education; Single Sex Colleges; Technical Institutes; *Two Year Colleges; Two Year College Students
IDENTIFIERS- *American Association of Junior Colleges

Based on data collected by the American Association of Junior Colleges (AAJC), this directory provides information on 678 junior colleges in the United States and its territories for 1960-61. Following introductory material on the scope of the directory, the first section lists the colleges alphabetically by state, providing the following information for each: location; administrative head; AAJC membership; state recognition or accrediting egency; type of control or affiliation; co-educational or single-sex status; date founded; enrollments for fall 1960 broken down by freshman, sophomore, or unclassified status, by sex, and by full- or part-time status; cumulative enrollments; and full-time equivalent faculty numbers. After listing institutions added or dropped since 1961, the directory provides statewide summaries for all junior colleges and for public and private institutions, which include data on number of colleges, AAJC membership, student enrollments for fall 1960, and full-time equivalent faculty. Next, tables summarize the distribution of size of enrollments in junior colleges; the number of independent and church-related junior colleges by type of control or affiliation; and the number of colleges accredited by state. The final sections include a list of individual AAJC members, a directory of junior college organizations and their officers, and an alphabetical listing of junior colleges. (HB)

ED 232 725 JC 830 366

Gleazer, Edmund J., Jr., Ed.
Junior College Directory, 1963. Period Covering June 1961 through May 1962.
American Association of Junior Colleges, Washington, D.C.
PUB DATE- 63
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Accreditation (Institutions); Administrators; Adult Students; *College Faculty; College Presidents; Community Colleges; *Enrollment; Full Time Faculty; *Full Time Students; National Surveys; Part Time Faculty; *Part Time Students; Private Colleges; Professional Associations; Public Education; Single Sex Colleges; Technical Institutes; *Two Year Colleges; Two Year College Students

data by state for all institutions and for public and independent junior colleges, and showing distribution of size of enrollment in two-year colleges. Lists of community, junior, and technical college organizations and state administrators for two-year college education, and an alphabetical listing of colleges conclude the directory. (AYC)

ED 232 738 JC 830 379

Drake, Sandra L., Ed.
Community, Junior, and Technical College Directory, 1976. Period Covering October 1974-August 1975 and Full-Time and Part-Time Fall Enrollments for 1975.
American Association of Community and Junior Colleges, Washington, D.C.
PUB DATE- 76
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Accreditation (Institutions); Administrators; *College Faculty; College Presidents; Community Colleges; Community Education; *Educational Trends; *Enrollment; Fees; Full Time Faculty; *Full Time Students; National Surveys; Part Time Faculty; Part Time Students; Private Colleges; Professional Associations; Public Education; School Schedules; Technical Institutes; Tuition; *Two Year Colleges; Two Year College Students
IDENTIFIERS- *American Association of Community and Junior Colls

Based upon data gathered annually by the American Association of Community and Junior Colleges (AACJC), this directory provides information on 1,230 community, junior, and technical colleges in the United States and its territories, including 1974 and 1975 statistics on enrollments and personnel. Following introductory material on the purposes of the directory, a data summary, suggestions for interpreting the data, and a list of changes in institutions since the previous year are presented. Next, the directory lists each two-year college alphabetically by state or country and provides the following information: location; chief executive officer; telephone number; year college classes began; type of control or affiliation; AACJC membership; accrediting agency; type of academic calendar; October 1974 and 1975 full- and part-time and total enrollments; community education enrollments in October 1975; full- and part-time and total faculty, professional

the direct role of the federal government in financing community colleges. In the next section, two state legislators consider higher education funding priorities for Maryland. Laurence Levitan discusses the role of the state legislature in community college funding, and Nancy Kopp highlights problems of maintaining the quality of institutions and programs in the context of declining resources. Next, program and budget priorities at the local level are addressed by: (1) Bruce Talley, who reviews implications of the New Federalism; (2) J. Hugh Nichols, who presents a proposal for college funding through a national loan fund; (3) George Grier, who discusses local political considerations affecting college funding; and (4) Barry Teach, who describes state budgeting practices and their impact on community colleges. Finally, Glennon L. DeRoy, Robert E. Parilla, and Benita Mackie present institutional perspectives on community colleges' response to the financial challenges posed by declining resources and funding changes. (HB)

ED 232 751 JC 830 398

Wattenbarger, James L.; Heck, James
Financing Community Colleges, 1983.
Florida Univ., Gainesville. Inst. of Higher Education.
SPONS. AGENCY- HBJ Media Systems, New York, NY.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTIONS- Administrative Problems; *Budgeting; Budgets; *Community Colleges; Costs; *Educational Finance; *Educational Trends; Federal Aid; Fees; Financial Policy; *Financial Support; Full State Funding; National Surveys; *State Aid; Tuition; Two Year Colleges

Based upon data provided by state directors of community/junior college education, this report reviews state approaches to community college financing. The report includes information from 44 states, which together accounted for 98.2% of the total enrollment in two-year colleges in 1982. Section I presents conclusions drawn from the data, revealing: (1) a trend toward increased state support; (2) increased student fees since 1980; (3) more emphasis on college linkages with business and industry; (4) increased use by states of automatic caps on increases in state or local funds; (5) a greater reluctance in many states to support remedial education; and (6) an

Foreign Countries; Grade 1; Guidelines; *Inservice Teacher Education; Lesson Plans; *Preschool Curriculum; *Preschool Teachers
IDENTIFIERS- India (Baroda)

A module was developed in India for inservice training of preprimary and first-grade teachers. Included in the module are: a set of guidelines for planning, implementing, and evaluating the inservice training program; a 12-day schedule of topics to be covered; a detailed schedule of program activities, including procedural guidelines; and lesson plans for training sessions, listing aims, procedures, contents, and needed materials. Topics addressed in the training program include language, puppetry, social studies, mathematics, and science. Lesson plans focus on preschool education, the display of audiovisual aids, language in early childhood, aids promoting language development, puppetry and puppet-making, reading and writing readiness, observation of language experiences in the town of Balwadi, reading and writing skills, social studies, mathematics, and science. Participants are provided opportunities for discussion and for learning how to observe student activity in various curricular areas. (Appended are guidelines for observing science activities and for conducting small-group discussions on science topics.) (RH)

ED 232 768 PS 013 730

Instruments Developed in the Head Start Program Effects Measurement Project.
Mediax Associates, Inc., Westport, Conn.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- May 83
CONTRACT- ACYF-105-77-1006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Early Childhood Education; Field Tests; *Interpersonal Competence; Program Descriptions; *Program Evaluation; *Test Construction
IDENTIFIERS- *Project Head Start

A test battery was prepared for use in assessing the effectiveness of Head Start and similar programs in fostering young children's development. The instruments were designed to measure program effects on several dimensions of the cognitive, social-emotional, and applied strategies domains. Specific competencies measured are

*Perceptual Motor Learning; *Psychomotor Skills; *Severe Mental Retardation; Skill Development; Tests

A resource and activity guide for the developmentally disabled that focuses on fine motor skills is presented. Attention is directed to fine motor behavior during the first year (vision, grasp, and release and reaching), and behaviors developing at 13 months (the interaction of fine motor and cognitive skills). An introductory section considers the behaviors that occur in the first year of development. In following a developmental approach, the guide identifies goals and objectives, and explains the relevance of the objectives to overall growth and development. Activities are suggested that will describe how to increase the student's fine motor skills. The activities are listed separately for primary age (birth to 8 years), intermediate age (9-15 years), and adult (16-26 years). Developmental levels ranging from 0-6 months to 49-60 months are covered. Language correlates of the activities and ideas for group homes and family environments are also presented. The following goal areas are included: reaching for and grasping an object; using the skills of reach, grasp, and release as a way of relating to objects; using a pincer grip to manipulate objects; using a fisted grasp to manipulate objects; using two-hand coordination to manipulate objects; using refined, upper extremity movements to manipulate objects; improving eye-hand coordination; and improving finger dexterity. Appended is a list of commercial materials appropriate for children at each of the 8 developmental levels, a list of 5 fine motor programs, and a list of 13 assessment instruments. (SEW) psychological data, information on the students' cognitive processes, and emotional and social functioning. Extensive data are presented for age and grade distribution, demographic and family data, language, socioeconomic status, family situation, siblings, history of special education and learning problems in the family, birth history, developmental problems and milestones, and educational history (including academic achievement, learning styles, and psychological test results). Weaknesses in handling visual or auditory information were prevalent, as were problems in visual-motor coordination. Among other findings were that one-third of the pupils had family members with school related problems and one-third had been identified as developmentally lagging at the senior kindergarten level. Appendixes present 74 tables of data from the study. (CL)

Newton, Dianne Lynne
A Practical Guide to Teaching Preschool Spanish.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Enrichment Activities; *Lesson Plans; Preschool Curriculum; *Preschool Education; *Second Language Instruction; *Spanish

A curriculum for preschool Spanish instruction, consisting of a list of objectives, a pupil evaluation system, and 26 lesson plans, is presented. The curriculum is designed as an enrichment component for the preschool classroom and is best suited for four-year-old children who have already mastered the same concepts in English. The lessons utilize preschoolers' imitative capacity while recognizing the limitations of their analytic abilities. The curriculum should consist of five 20-minute sessions per week over a period of 15 weeks. By the end of the course, the pupils should be able to correctly identify a number of colors, family members, body parts, numbers, fruits, animals, verbs, emotions, and expressions. (RW)

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Phonetics; Phonology; *Pronunciation Instruction; Second Language Instruction; *Spanish; Teaching Methods

Rationales and approaches for teaching pronunciation in the intermediate foreign language classroom are discussed. Pronunciation should be taught regularly and overtly because perfecting pronunciation is an essential part of learning to communicate, and because intermediate students have enough vocabulary to generalize pronunciation rules to new vocabulary. Using Spanish as an example, it is shown that the teaching of pronunciation can be broken down into segments appropriate for brief lessons. The segments cover such features as stress and accent marks in written words, vowel pronunciation, and different consonant pronunciation in Spanish and English. Suggestions are made for integrating these lessons into daily classroom work and evaluating student progress. It is concluded that students appreciate the chance to learn correct pronunciation because it eliminates self-consciousness about spoken communication in the foreign language. A sample handout sheet from a proununciation lesson is provided. (RW)

DESCRIPTIONS- *Communicative Competence (Languages); High Schools; Language Fluency; *Language Tests; Postsecondary Education; *Second Language Learning; Threshold Level (Languages)
IDENTIFIERS- PF Project

The oral interview (OI) was developed to meet the need for a testing procedure of second language speaking skills. It has been refined and expanded several times since first developed in the 1950's for use by the U.S. Government. Now known as the American Council on the Teaching of Foreign Languages/Educational Testing Services (ACTFL/ETS) scale, or "academic scale," the oral interview assessment method has demonstrated a high degree of validity and reliability as a testing method. It has been used in training workshops for oral proficiency testing of high school and postsecondary second language students since 1981. There are eleven specified ranges of proficiency in functional language use, from 0 (no practical ability to function in the language) to 5 (ability equivalent to well-educated native speakers). A list of resources for tester training workshops and references are provided. (JW)

Education; Optometry; Osteopathy; Pharmaceutical Education; Podiatry; *Professional Education; Student Characteristics
IDENTIFIERS- *California

The adequacy of health sciences education enrollment levels in California is reviewed in the context of the 1981 Health Manpower Plan. After reviewing the Plan, attention is focused on two continuing problems among the issues: medical residencies and attrition in the nursing profession. New issues that receive extensive treatment in the 1981 Plan are discussed: (1) the "pro-competitive" model of health care in the United States; (2) the need for mental health manpower; and (3) the need for geriatric manpower. The major portion of the report consists of detailed information on enrollments and the number of degrees conferred in the various health sciences disciplines and programs in California colleges and universities. Most data comparisons begin with the year 1975-1976, and two student demographic characteristics are highlighted: ethnicity and sex. A broad overview of the size of educational programs in the various health fields by enrollment and output is included, along with data on changes in student characteristics. The following disciplines are covered: medicine, nursing, dentistry, pharmacy, optometry, podiatry, osteopathy, and allied health. Appended materials include a portion of the text of Assembly Bill 1748 and a summary of recommendations of the 1978-1980 Health Sciences Plan. (SW)

Fees; *Governing Boards; Income; *Institutional Characteristics; Master Plans; Population Trends; *Postsecondary Education; *Publications; *State Agencies; State Aid; State Boards of Education; State Surveys; Statewide Planning; Teacher Characteristics; Tuition

Information about postsecondary education in the 50 states and the District of Columbia is presented into four main parts. The first part provides a narrative description of the state-level coordinating or governing agency, institutional governing boards, current master planning activities, the 1202 commission, the state student assistance agency, the state board of vocational education, the state-level organization for private colleges, the state licensure or approval agencies, and voluntary or statutory committees for educational articulation. Part two presents descriptive statistics including 1981 information about state population and trends, state and local financial base, state and local governmental spending and spending on higher education, institutional revenues and expenditures, enrollment trends, faculty characteristics, and student tuition and fees. The third part contains a listing of the annual and biennial reports published by state agencies that are available for distribution, along with recently published special reports and studies (titles, publication date, availability, and major issues). Lastly, part four lists special reports and studies currently in progress or being planned. Summary tables, data sources and references, a list of national associations representing state agencies, and a list of state higher education executive officers are appended. (SW)

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrative Organization; Board of Education Role; *College Administration; Costs; Educational Finance; Expenditures; Higher Education; National Surveys; *Operating Expenses; Public Policy; *Resource Allocation; *State Boards of Education; *State Colleges; Tax Allocation
IDENTIFIERS- *ASHE Annual Meeting

A study of the relationship between the operating costs of statewide boards for higher education and the administrative costs of institutions of higher education in 50 states is described. The analysis focuses on 61 statewide boards for higher education and 1,472 public institutions. The research design involves controlling for such variables as amount of state money allocated for board operation, type of board, age of board, and load adjusted support level appropriation and tuition revenues per full-time equivalent student. The statistical techniques are designed to isolate those variables that may affect the proportion of total educational expenditures devoted to administration. Preliminary analysis reveals that the percent of state appropriations for higher education for central operations appears to be in line with the type of board, and governing boards generally receive a greater percent of state appropriation than do coordinating boards. Preliminary data on 14 states seem to indicate that those states that do better in funding higher education have relatively better funded boards. Descriptive information is included on the following: findings from the literature, statewide higher education boards of the 50 states, public policy terms, and data sources and research techniques. (SW) at the university were studied with first-time Mexican American college freshmen. A multiple-subject research design--a modified analytic induction technique--was employed in order to develop a descriptive model. Phase one of the research involved interviewing persisters and nonpersisters, using an unstructured and open-ended format. The objective of the interview was to determine details of everyday social interaction through which the student is able to construct and sustain a reality of the university. All interviews were audiotaped, transcribed onto a word processor, and content coded. In phase two of the research, verification and expansion of existing patterns of behavior were sought. The interview topics then become more individualized and were covered in a more structured way. The outcome of these steps was a conceptual framework for understanding persistence among Mexican-American freshmen. Examples of data that were generated by this approach are presented. Topics of the examples include the following: the student's overall environment, the student's activities within this setting, personal interactions, problems in communication, and problem-solving strategies. (SW)

of traditional scientific approaches. Benefits of the grounded theory approach, which is a qualitative method, are noted as follows: (1) it usually involves collaboration by researchers and practitioners in identifying strategies for dealing with complex problems; and (2) the investigators are involved in the social situation under study. It is suggested that in using this approach the investigator needs to account for the often subjective nature of the data. (SW) listing of commercial videotex and teletext (one-way information) systems, the country in which they are located, their area of use, and test and operating dates are provided as well as a 6-item bibliography on the subject. (KC) idea of homonyms, and that users can spell (and read) words that are presented. CONTENT AND STRUCTURE: This package presents a series of six lessons of increasing levels of difficulty (third grade through high school). Each lesson consists of 25 contextual sentences for which the student must choose the appropriate homonym. An incorrect response (or allowing the 12 second time limit to expire) causes the correct word to appear. Then the next frame presents the same sentence again. A new sentence is not presented until the student has entered the correct answer. At the end of the lesson, the program reviews the sentences the student missed. Lessons are in increasing difficulty, based on vocabulary and context of sentences. At the end of each lesson, there is a short game the student may play. ESTIMATED STUDENT TIME REQUIRED: Twenty minutes per level (six levels). POTENTIAL USES: The package would be appropriate as part of the instructional program at the indicated grade levels. MAJOR STRENGTHS: The program provides an immediate, personalized response. There is an opportunity to correct incorrect responses. The program includes a range of difficulty levels, and the program is easily managed by students. The game at the end of each lesson was viewed as motivational. MAJOR WEAKNESSES: Some reviewers felt that the material intended for grades 7-9 was too simple for that level. Others felt it was appropriate. The program could be improved by allowing teachers to tailor the program by selecting the number of trials and the homonym pairs in the lessons. It was felt that teachers could not make changes to meet particular student needs. EVALUATION SUMMARY: Evaluators indicate they would use or recommend use of this package with little or no change. (Author)

A Study of Periodical Literature Searching at an Urban Research Library: Problems and Patterns.

PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTIONS- *Abstracts; *Academic Libraries; *Citations (References); Higher Education; *Indexes; Information Retrieval; Library Research; *Library Skills; Library Surveys; Questionnaires; *Serials; Student Research; Use Studies
IDENTIFIERS- Library Users

Patron use of periodical indexes at an urban academic research library was studied over a 7-week period in the summer of 1982. A total of 98 patrons were interviewed on a random basis as they used various periodical and newspaper indexes. The questionnaire was designed to gather information on citation elements, the methods patrons use to locate magazines in the library, and their use of the university's serials holdings list. The study's original hypothesis--that many patrons have difficulty with periodical literature searches--was not supported by the data results. Approximately 54% of the patrons were checking indexes for general information. The undergraduates were the largest number of users for general periodical indexes, while graduates used the more specialized subject indexes. People generally tended to use the indexes that were within their academic area of concentration. These and other results are presented in this report, as well as survey methodology and conclusions and problems related to the design of the study. Appendices comprise a sample questionnaire, a master list of indexes, and a map of the index area for periodicals showing the general layout of the reference area. A 50-item bibliography concludes the report. (Author/ESR)

PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Developing Nations; Foreign Countries; Health Personnel; *Information Dissemination; Library Collections; *Library Education; *Library Material Selection; Medical Education; *Medical Libraries; *Medical Schools; Technological Advancement

The third in a series of international conferences on the problems of coping with the information explosion in the biomedical literature, this conference was held to explore certain aspects of the small core libraries recommended at previous meetings. Such libraries would be set up in developing countries and contain highly selective materials relevant to the information needs of each country. The 15 papers in this collection are grouped as: (1) the historical background of the connection between medical education and libraries; (2) the current state of medical school libraries in developing countries and the problems they face; (3) methods and technologies appropriate for selectivity in libraries; (4) global networks and other information services in support of health science libraries; (5) the education and training of medical librarians; and (6) the suggestions of participants for a project (or projects) for the establishment of selective libraries in a number of medical and other health science schools in developing countries. A brief introduction and a list of the participants are included. (LMM)

IDENTIFIERS- *Older Americans Act 1965

Intended for information systems specialists, this manual describes the network on aging in terms of the information it generates and uses. The network on aging is defined as that group of organizations whose functions relate directly or indirectly to the purposes of the Older Americans Act of 1965, including the Federal Administration on Aging, State Agencies on Aging, Area Agencies on Aging, and service providers and other Older Americans Act subcontractors. Following introductory material, the manual is divided into four sections: (1) background information on the Older Americans Act and network formation; (2) a description of the network's organization with details of the mandate, structure, and major responsibilities of the state and areas units; (3) a discussion of the network's basic information needs for management, reporting and funding purposes; and (4) a brief examination of the methods used to develop information systems. Four charts outline the structure of the network on aging, program funding sources, steps in the systems development process, and the frequency of network information use, while an appendix provides illustrative charts covering in more detail the types of information gathered by network units. A list of nine references concludes the manual. (ESR)

IDENTIFIERS- *American Association of Junior Colleges

Based on data collected annually by the American Association of Junior Colleges (AAJC), this directory provides information on 704 non-profit, public, and private two-year colleges in the United States and its territories, including statistics on 1961-62 enrollments and personnel. Following material on the scope and compilation of the directory, abbreviation and key terms are explained. Next, the directory lists the colleges alphabetically by state, including the following information for each: location; administrative head; AAJC membership; state recognition or accrediting agency; co-educational or single-sex status; year organized as a junior college; type of control or affiliation; October 1961 enrollment of full- and part-time, male and female, freshman, sophomore, and unclassified students; October 1961, summer 1961, and October 1962 total enrollments; and full-time equivalent instructional and administrative faculty in 1961-62. Following a list of changes in institutions since the previous year, statewide enrollment summaries are provided for all institutions and for public and independent private colleges. Next, tables show distribution of size of enrollment, independent and church-related colleges by type of control or affiliation, and accredited schools by state. Information on other members of the AAJC and junior college organizations is presented in the final sections. (AYC)

staff, and administrators as of October 1975; and tuition and fees required in 1975-76. Next, tables are presented summarizing enrollment and personnel data by state for all institutions and for public and independent junior colleges. Following a table showing distribution of size of enrollment in two-year colleges, the directory concludes with lists of community, junior, and technical college organizations and state administrators for two-year college education, and an alphabetical listing of colleges. (AYC)

increasing proportion of college budgets allocated to salaries and utilities, leaving only a small discretionary portion to these budgets. Section II describes financing patterns in each reporting state, including information on community college structure, enrollments, funding formulas and procedures, and the major problems facing community colleges within the state. Section III provides statistical data on sources of support (i.e., state, local, federal, and student fees); state expenditures for 1982 and changes from 1980 to 1982; percent of operating funds by source; percent of capital outlay by source; state appropriations for community colleges; changes in operating funds between 1967 and 1982 by source; and problem areas facing community colleges. Finally, section IV highlights trends in community college financing. (HB) presumed to define in operational terms Head Start's overall goal of developing participating children's social competence. Each of the instruments is theoretically grounded, reflecting explicit conceptualizations of the domain and dimensions of behavior measured. All reflect hypotheses concerning sequential or hierarchical processes of development. Further, the measures are designed to accommodate the cultural diversity of Head Start and similar populations, and to identify the different but equally valid paths along which individuals, racial/ethnic groups, and sex groups of children progress toward common goals. With reference to the test battery, this report describes the areas of child development measured, and lists principles and procedures used in developing the instruments. The largest portion of the report presents rationales for and characteristics of the measures. The concluding section describes pre- and post-field testing, preliminary analyses of the data, and revisions of the instruments. Finally, features of the planned final form of the test battery are indicated. (RH)

ED 232 769 PS 013 732

Glover-Miller, Bettye J.
Facilitating Spontaneous Oral Language in Functional Language-Delayed Kindergarten Children Using Telephone Technology.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Classroom Communication; *Classroom Techniques; Dramatic Play; *Innovation; Intervention; *Kindergarten Children; Language Acquisition; *Language Handicaps; *Oral Language; Primary Education; *Telephone Communications Systems
IDENTIFIERS- *Language Delayed

This study describes a language intervention approach using telephones in a classroom to motivate and facilitate spontaneous oral language in a group of language-delayed kindergarten children. Specific purposes of the investigation were (1) to determine what effect the availability of telephones had on the spontaneous oral language of language-delayed children, (2) to determine if an increase in oral language participation occurred as a result of the intervention, and (3) to determine if the children's language developed. Participating were 32 language-delayed children of multiethnic backgrounds, 18 boys and 14 girls, who were assigned to experimental and control groups within a regular kindergarten class. Subjects were observed during dramatic play, and their speech was recorded verbatim by their teacher and an aide who made anecdotal notes. Subjects in the experimental group were free to use telephones; control group members did not use telephones in the classroom. To assess oral language output several measures were used, including mean length of response, mean of five longest sentences, and Tough's Langauge Variety Classification. Analyses of data gathered over a 3-month period indicated that for the experimental group there was an increase in oral language participation, an increase in sentence length, and and an increase in mature use of language. It is suggested that an innovative technology-based intervention designed to incidentally encourege talk seems to be an appropriate approach to oral language development. (RH)

Hathaway, Walter E.
A Model for the More Effective Use of Time as a Means to Improve Success of Compensatory Early Childhood Education Programs.
PUB DATE- Oct 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Compensatory Education; *Early Childhood Education; Educational History; *Educational Improvement; Educational Practices; Educational Principles; *Models; *Research Design; Teacher Effectiveness; Teaching Skills; *Time Factors (Learning); Time on Task
IDENTIFIERS- Allocated Learning Time; Diagnostic Prescriptive Approach; Oregon (Portland)

A model is presented for the improvement of compensatory early childhood education through more effective use of student and staff time. A framework for research to test the model is also suggested. Sections of the document prefacing discussion of the model include (1) an overview of the historical antecedents and development of early childhood education in the United States and (2) a review of research on the use of student and staff time. The review focuses on studies of allocated time, engaged time (or time-on-task), and academic learning time. Research on teacher behavior and effective teaching practices is also discussed. Other features of the document include listings of antecedents and basic principles related to the Portland diagnostic/prescriptive learning model and a listing of research implications incorporated into the design of the model. Skills to be fostered in staff as the model is implemented are also enumerated. The section providing a framework for research on the model points out requirements for effective field-based studies of early childhood education and offers a table coordinating variables related to early childhood education and appropriate measurement approaches. (RH)

ED 232 800 RC 014 197

Jeffery, Charles F.
Orienteering: Growth Patterns in the United States.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adventure Education; Cartography; Environmental Influences; *Geographic Distribution; *Group Membership; Higher Education; Maps; Map Skills; Military Science; *Organization Size (Groups); *Orienteering; Outdoor Activities; Participant Characteristics; Questionnaires

The history of orienteering in the United States includes both military and civilian interest, with the period of greatest growth between 1970 and 1980. To investigate growth patterns in orienteering, questionnaires were mailed to 42 civilian orienteering clubs and 286 universities supporting senior Reserve Office Training Corps (ROTC) curriculums; 199 questionnaries (60.7 percent) were returned, indicating 27 active civilian clubs and 59 with a Military Science Department (MSD) affiliation, with core regions for civilan clubs in the Northeast and Midwest and for MSD clubs in the South. Factors leading to founding of clubs were experience with European orienteering, active ROTC programs, and prior club experience. Factors serving as barriers to the growth of clubs were lack of: sufficient public interest; geographic training in public schools; effective promotional activity; high-level orienteering meets in an area; adequately detailed maps; and suitable terrain. As better maps are made, the West will probably become another regional core. A 1979 decision to rescind requirements for Military Science Departments to conduct orienteering programs may lead to a decline in number of MSD clubs in the South and Midwest. Appendices include maps of club growth and meets, special contour maps, and the survey questionnaire and results. (MH)

ED 232 814 RC 014 231

Barnhardt, Ray, Ed.
Cross-Cultural Issues in Alaskan Education. Vol. II.
Alaska Univ., Fairbanks. Center for Cross-Cultural Studies.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - General (020)
DESCRIPTIONS- Acculturation; Administrator Attitudes; *Alaska Natives; *American Indian Education; Canada Natives; Community Colleges; Community Involvement; Cross Cultural Training; *Cultural Influences; Decision Making; Educational Change; *Educational Development; Educational Philosophy; *Educational Policy; Elementary Secondary Education; Females; Multicultural Education; Nonformal Education; Postsecondary Education; Rural Areas; Rural Education; School Buildings; *School Community Relationship; Small Schools; Student Teacher Relationship; Teacher Education; Youth Clubs
IDENTIFIERS- *Alaska; Athapascan (Tribe)

A collection of 15 articles on cross-cultural issues in Alaskan education addresses educational policy issues, educational development issues, community/school issues, and teaching/learning issues. The one theme that permeates all of the articles is the value of participation by community members in all levels of the education of their children. Under educational policy issues are: "A Native Philosophy of Education" (Pavilla); "Cultural Definitions and Educational Programs" (Dubbs); "Cultural Considerations in Technological Innovations" (Orvik); and "The Log School: A Case for Appropriate Design" (Dubbs/Barnhardt). Educational development issues covered are: "Psychology of Culture Change and Education for Economic Development" (Tamas); "Nonformal Educational Strategies for Rural Development in Native Alaska" (Gaffney); and "A Cross-Cultural Training and Development Program for Rural Alaskan Teachers" (Grubis). Community/school issues include: "Bicultural School Organization and Curriculum" (Mendenhall); "Native Cultural Contexts and Formal Education" (Schafer); "Decisionmaking in a Rural Alaska Community" (Madsen); and "Folklore and Educational Administration in Alaska" (Rider). Teaching/learning issues are discussed in: "Promises to Keep" (Kuhn/Esmailka); "Tuning-In: Athabaskan Teachers

ED 232 828 RC 014 245

Hobbs, Mary Kay
New Patterns in Teaching and Learning: A Look at the People's Republic of China. Occasional Paper #2.
Michigan State Univ., East Lansing. Non-Formal Education Information Center.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- 78
AVAILABLE FROM- NFE Information Center, Michigan State University, 237 Erickson Hall, East Lansing, MI 48824 (while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- *Access to Education; Agricultural Education; Collective Settlements; Communism; Community Education; Community Role; *Educational Change; *Educational Objectives; Elementary Secondary Education; Foreign Countries; Higher Education; Industrial Training; Neighborhood Improvement; *Nonformal Education; Nontraditional Education; *Outreach Programs; Rural Development; Science Education; Teacher Background; *Work Experience Programs
IDENTIFIERS- *China

Educational accomplishments of the People's Republic of China have been achieved by emphasis on moral, intellectual, and physical development of every individual, and on schooling combined with and in preparation for productive labor. Open-door schooling combines in-school learning with out-of-school practice, so students learn about life and work in the actual setting of "big classrooms"--factories, communes and army units. Among new forms of higher education for rural development are: an agricultural college giving peasants from agricultural communes a 3-year course in socialist principles of development and skills in agricultural science and technology, after which the peasants return to their communes; scientists in rural areas giving 3-month courses in water conservation, stock breeding, and crop cultivation to upgrade skills of local peasants and avoid problems of students leaving the countryside with expectations of work in cities; or college classes alternating with work on agricultural production teams in students' home communes. Factories operate their own worker-colleges.

SE

ED 232 842 SE 041 708

Blosser, Patricia E.
Science Teacher Supply and Demand. Science Education Fact Sheet No. 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-78-0C04
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- Elementary Secondary Education; *Science Teachers; *Teacher Shortage; *Teacher Supply and Demand
IDENTIFIERS- Fact Sheets; PF Project

A review of available research emphasizes a need for a more reliable, systematic collection and interpretation of data on science teacher production. The currently reported "crisis" in science education is not a new phenomenon nor a surprise to educators in the field, as it was predicted as early as 1976 by researchers noting a decline in newly certified mathematics and science teachers and an enrollment drop in teaching programs. Generalizations have been made from research results implying a high percentage of surplus teachers, yet when broken down by geographic and/or subject area, a critical shortage of math and science teachers is evident. Supply and demand is affected by such factors as geographic area, birth rate, economy, military requirements, changes in social conditions and use of new technologies in school curriculums. Existing positions are held, in many cases, by older teachers with continuing contracts and outdated science content backgrounds, with new position openings occurring only through

ED 232 855 SE 042 628

Bunce, S. C.; And Others
Annotated List of Chemistry Laboratory Experiments with Computer Access. Final Report.
Rensselaer Polytechnic Inst., Troy, N.Y.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- NSF/SED-82030
PUB DATE- 82
GRANT- SED79-23685
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Biochemistry; *Chemical Analysis; Chemical Reactions; *Chemistry; *College Science; *Databases; Demonstrations (Educational); Higher Education; Information Retrieval; Inorganic Chemistry; *Laboratory Procedures; Organic Chemistry; Science Education; Science Equipment; *Science Experiments
IDENTIFIERS- National Science Foundation; Physical Chemistry; Polymer Chemistry; Radiochemistry

Project Chemlab was designed to prepare an "Annotated List of Laboratory Experiments in Chemistry from the Journal of Chemical Education (1957-1979)" and to develop a computer file and program to search for specific types of experiments. Provided in this document are listings (photoreduced copies of printouts) of over 1500 entries classified into seven major fields of chemistry and arranged alphabetically by author within each field. These fields include: analytical chemistry, biochemistry, inorganic chemistry, physical chemistry, polymer chemistry, and radiochemistry. Each entry contains a field code, a keyword code (to facilitate visual scanning of the lists and for use in searching the computer file), a code indicating background required, and the nature of the experiment. In addition, special requirements/hazards and time commitment are noted when applicable. The introduction to the listings contains definitions of keywords used and an explanation for the background requirement codes. The overall document consists of a 3-page summary of the project (including information on how the lists were produced), 12 pages of appendices consisting of copies of four project newsletters (two of these newsletters contain instructions

ED 232 869 SE 042 643

Blosser, Patricia E., Ed.; Mayer, Victor J., Ed.

Investigations in Science Education. Volume 9, Number 3.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 83

AVAILABLE FROM- Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $8.00, $2.25 single copy).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTIONS- *Academic Achievement; Attitudes; Cognitive Processes; Elementary School Science; Elementary Secondary Education; Environmental Education; Higher Education; *Inservice Teacher Education; *Participant Satisfaction; Performance Factors; *Preservice Teacher Education; Science Education; *Science Instruction; Science Teachers; Secondary School Science; *Teacher Behavior

IDENTIFIERS- *Science Education Research

Abstractor's analyses of 15 science education research studies are presented in three sections. The nine analyses in the first section focus on studies dealing with preservice and inservice teacher education. Areas investigated in these studies include: effectiveness of some inservice practices; teachers' perceptions of the importance of some teaching behaviors; questioning skills; teacher clarity; teacher vagueness; preservice training in environmental education; and local elementary school science practices. Four analyses of studies which examined factors affecting instruction are presented in the second section. Areas investigated include: students locus of control; thinking styles of students; self-concept and school achievement; the influence of mathematics ability on performance in physics; and student reading ability and

ED 232 884 SE 042 782

Miller, Judy
Identification of Outdoor Education Facilities Utilizing Wildlife Rehabilitation as an Educational Tool: Comparison of Administrative Characteristics.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Curriculum Guides; *Educational Facilities; *Educational Objectives; Environmental Education; Facility Case Studies; Facility Utilization Research; *Financial Support; *Outdoor Education; Personnel; *Program Administration; Questionnaires; Teaching Methods; Training Methods; *Wildlife
IDENTIFIERS- Environmental Education Research

Similarities and differences between outdoor education facilities using wildlife rehabilitation as an educational tool were examined. Data on funding sources, type and amount of public served, use of curriculum guides, statement of goals/objectives, and staff characteristics were obtained from questionnaires sent to 69 facilities. Findings indicate many similarities between the 43 facilities which returned completed questionnaires. Among these findings are those indicating: that most programs have been in operation for 7 years and use gifts as some portion of their budget; that although adults were the most frequently addressed, school groups between grade school and college were also highly marked; that only 9 (25 percent) of facilities implement a curriculum guide; that 30 (86 percent) have stated goals and objectives; that the most widely used evaluation scheme was use of informal comments from program participants and self-evaluation by the presenter; and that the majority of facilities utilized volunteers as both wildlife caretakers and educators. Even though the complexity and operation size of these facilities may vary drastically, these similarities emphasize the facilities' recognition of the need to provide care for wildlife and public education to cease inhumane behavior toward living creatures. (JN)

ED 232 899 SO 014 733

Sonnenfeld, Joseph
Problems in the Study of Spatial Behavior: Field Methods and Ethics.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Ethics; *Field Studies; *Human Geography; *Research Problems; Social Science Research; Spatial Ability

Although field studies in human geography have some advantages over restricted classroom and laboratory studies, special methodological and ethical concerns arise. For example, field studies are able to take into account the complexity of events in natural settings as opposed to the controlled setting of a laboratory, particularly when subjects are required to solve spatial problems. Research concerns, however, involve limitations on the use of instrumentation and, more critically, population sampling. Because it is virtually impossible to control for age, sex, or other demographic characteristics, a researcher may not be able to guarantee study replicability. In addition, when the researcher is working in a small community, respondents continue to be in contact with the researcher and are likely to know one another. Although a good working relationship can be established and respondents' answers to questions can be cross-checked with peers, both parties can become uncomfortable with questions and responses. Because respondents can be adversely affected by public and self-disclosures of traits and competencies they perceive to be negative, publication of the study can be a sensitive issue, even when anonymity is assumed. Researchers, then, need to balance the benefit of the research with the potential psychological harm to the participant. (KC)

ED 232 900 SO 014 756

ED 232 914 SO 014 795

Reference Sheet on Social Studies for Special Learners.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Elementary Secondary Education; *Instructional Materials; Mainstreaming; Professional Associations; *Resource Materials; *Social Studies; *Special Education; Textbooks
IDENTIFIERS- PF Project

Teaching special students in social studies classes is the topic of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 12 citations from "Resources in Education" (RIE); (2) 18 citations from "Current Index to Journals in Education" (CIJE); (3) 31 commercially available "Student and Teacher Materials" (18 student resources and 13 teacher resources); and (4) 5 related professional organizations that may prove helpful in this area. (DC)

ED 232 915 SO 014 798

Reference Sheet on Area Studies (Asia).
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC

ED 232 933 S[illegible] 014 816

Marchant, Fred; Wunder, Haleh
Witnesses to Political Violence in Guatemala. Facts for Action #5.
Oxfam America, Boston, MA.
PUB DATE- Nov 82
AVAILABLE FROM- Oxfam America, 115 Broadway, Boston, MA 02116 (1-20 copies, $0.50 each; over 20, $0.25 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Developing Nations; Foreign Policy; Global Approach; High Schools; *Political Issues; Quality of Life; *Rural Population; *Violence; World Problems
IDENTIFIERS- *Guatemala; *Oppression; PF Project

The sources of political violence against Guatemala's rural poor are traced in this document for high school global education classes. The paper summarizes "Witness to Political Violence in Guatemala: The Suppression of a Rural Development Movement" (Oxfam America's Impact Audit No. 2). The study was based on 115 respondents, both individuals and organizations, involved with research development or religious programs in Guatemala. They represent a broad range of political values, religious beliefs, and development ideologies. Respondents point out that after the 1976 earthquake, local organization efforts were aimed at reconstruction. When rural cooperatives began acting independently, a government-sponsored campaign of suppression and terror was initiated. The violence is characterized as a war between the 2.1 percent of the country's population who own 62 percent of the country's arable land, and the peasants forced to work that land at $1-3 a day. This violence has worsened the agrarian economy, blocked delivery of health and education service[illegible] and caused enormous upheaval in religious and familial institutions. The guerilla movement, then, offers the peasants a chance of survival and hope for change. The fact that to be active in rural society is to risk being kidnapped, tortured, and murdered should be of utmost

ED 232 948 SO 014 925

Cornbleth, Catherine; And Others
Creating the Curriculum: Beginning the Year in a Middle School.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Classroom Communication; *Classroom Environment; Classroom Research; *Educational Practices; English Instruction; Junior High Schools; *Learning; *Middle Schools; Science Instruction; Social Studies; Student Attitudes; Student Role; *Student Teacher Relationship; Teacher Attitudes; Teacher Role
IDENTIFIERS- Rules and Regulations

How the social organization of the classroom, including teacher and student roles, patterns of interaction, and norms extended or constrained students' learning opportunities was examined. A total of 6 English, science, and social studies classes in grades 6 and 7 were observed for the first month of the school year; activities in the school were monitored; and informal interviews were conducted with staff. Additional data were obtained through school documents and a previous observation interview study. Described in this report are: (1) how the teachers began the year--the differences in style and commonalities in the messages they communicated as they attempted to establish their preferred image and classroom atmosphere; (2) the teachers' means of establishing classroom rules and student teacher interaction patterns; and (3) the curricular and social meanings of the emerging ground rules and routines. All classrooms were clearly teacher dominated. Students seemed generally to accept teacher expectations. While the orderly social environment and effective classroom management did provide ample and equal opportunity for students to learn something, student initiative, although usually tolerated, was not encouraged. (RM)

ED 232 963 SP 022 431

Johnson, Jim; Yates, John
A National Survey of Student Teaching Programs. 1981.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Accreditation (Institutions); Cooperating Teachers; Court Litigation; Educational Innovation; *Field Experience Programs; Higher Education; *Institutional Evaluation; National Surveys; Program Costs; *Program Evaluation; Research Projects; *Schools of Education; Student Teacher Supervisors; *Student Teaching; Teaching Load

Findings are presented of research on 902 student teaching programs. The research study focused on: (1) administration of student teaching programs; (2) selected aspects regarding the student teachers themselves; and (3) selected aspects of cooperating teachers and school districts. A prefatory abstract presents a discussion of the objectives of the study and the method of collecting data. It also summarizes the findings and offers conclusions and recommendations. A paper is included which states 24 selected characteristics for an excellent teacher education program and lists, in descending order, 35 institutions which met the highest number of the established criteria. This document includes a copy of the survey instrument, selected preliminary tables, and seven attached supplemental reports on: (1) lawsuits growing out of student teaching; (2) pay cost of student transportation during student teaching; (3) total student teaching budget; (4) innovations in student teaching programs; (5) research grants related to student teaching; (6) university supervisor load formula; and (7) title of person in charge of student teaching. (JD)

ED 232 978 SP 022 802

Heald, James E., Comp.
Report to the Profession, 1983.
American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Educational Trends; Faculty Workload; *Field Experience Programs; Fiscal Capacity; Higher Education; *Institutional Characteristics; Preservice Teacher Education; *Schools of Education; Student Teaching; Teacher Characteristics; *Teacher Education Programs; *Teacher Educators
IDENTIFIERS- *American Association of Colleges for Teacher Educ

This report presents data obtained from responses of 519 schools, colleges, and departments of education (SCDE's) to a questionnaire submitted to them by the American Association of Colleges for Teacher Education. The report is subdivided into six sections: (1) characteristics of responding institutions--type of institution, kinds of degrees offered, size of the institution, and size of the SCDE's student population in terms of both headcount and student credit hours generated; (2) faculty composition--gender, racial-ethnic composition, rank, faculty on "hard money" contracts, and salaries; (3) faculty workload--credit hours taught, students supervised, and theses and dissertations directed; (4) clinical experiences--experiences required prior to entry into teacher education programs, clinical experiences required prior to student teaching, and clinical experiences required as a part of the student teaching assignment; (5) financial resources--academic year and summer session budgets for both "hard" and "soft" money; and (6) number and types of degrees conferred by the responding SCDE's. This data set will be maintained for further use in longitudinal studies. (JD)

ED 232 994 SP 022 853

You, In-Jong
Guidelines for the Redesign of Teacher Education.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Educational Change; *Educational Development; Educational Principles; Education Majors; Foreign Countries; *Futures (of Society); Higher Education; Preservice Teacher Education; Schools of Education; *Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- South Korea

In redesigning teacher education for the 21st century, five basic principles should be considered as general guidelines. First, teacher professionalism has become a matter of overriding concern. Second, teacher education should offer itself as the field for the humanization of youth. Third, an interdisciplinary approach to education is a key factor for the appropriate and effective operation of any modern educational curriculum. Fourth, the character of the teacher, or professor, as a unique class of personage, is a traditional aspect of teacher education. Fifth, teacher education should be equipped with the requisite facilities necessary to keep industrious and talented prospective teachers acquainted with the developing frontiers of technology. Specific guidelines for the education of professionals who will be teaching in the 21st century are discussed in the areas of: (1) academic organization; (2) student recruitment; (3) curriculum; (4) internship and appointment; (5) inservice education; and (6) academic-governmental relationship. (JMK)

ED 232 995 SP 022 854

ED 233 010 SP 022 879

Mearer, Barbara G.
Factors Influencing Physical Fitness Evaluation.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Cardiovascular System; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Individual Differences; *Mild Mental Retardation; Muscular Strength; Physical Education Teachers; *Physical Fitness; Psychomotor Skills; *Student Evaluation; *Test Validity

This annotated bibliography focuses on works that examine areas in which the physical educator can improve the administration of physical fitness tests in the elementary and secondary schools. The first part contains annotations that examine modifications of existing components which measure aspects of muscular and cardiovascular endurance. The second part of the study examines methods used in the physical fitness evaluation process: (1) skinfold assessment; (2) test trials; (3) student involvement; (4) scoring; (5) individual differences; and (6) the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) tests. The last part of the study looks at factors influencing evaluation techniques of the educable mentally retarded student in the regular classroom. Some conclusions are drawn from an analysis of the major findings of the annotated works, and recommendations are made for improvements in testing methods. (JD)

ED 233 011 SP 022 880

Miller, Christine D.
A Comparison of Isotonic, Isokinetic, and Plyometric Training Methods

ED 233 026 TM 830 297

Herriott, Robert E.; Firestone, William A.
Multisite Qualitative Policy Research in Education: Some Design and Implementation Issues.
PUB DATE- 11 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Data Analysis; Data Collection; *Educational Policy; *Educational Research; Field Tests; Generalization; Interviews; *Research Design; *Research Methodology; *Research Projects
IDENTIFIERS- *Multisite Qualitative Studies; *Qualitative Research

The last decade has seen the emergence in the policy arena of a new form of qualitative research, one intended to strenghten its ability to generalize while preserving in-depth description. These multisite qualitative studies address the same research question using similar data collection and analysis procedures in a number of settings. To gain systematic knowledge about this phenomenon a study was undertaken of policy research projects in the field of education that were: (1) federally funded via a competitive request for proposals process, (2) involved the application of qualitative methods of data collection, and (3) compared several research sites. A two-step data collection strategy was employed. Telephone interviews were conducted with a key staff member of 25 projects. Subsequently documents were reviewed and site visits made to five projects. One important distinction among these multisite qualitative studies was the degree to which their methodology was "formalized." Formalization entails codification of the questions and variables to be studied, standardization of the data collection methods, and systematic reduction of verbal narrative to codes and categories. The variation in formalization observed across projects was substantial and seemed to result from different adaptations of academic social science to the policy research context. (Author)

ED 233 041 TM 830 455

Holley, Freda M.
Collaboration between Testing and Content Specialists to Improve Teacher-Made Tests. Publication #82.53.
Austin Independent School District, Tex.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Evaluation Methods; *Inservice Teacher Education; Item Banks; School Districts; Skill Development; *Teacher Improvement; *Teacher Made Tests; *Test Construction; *Testing; Test Use
IDENTIFIERS- *Austin Independent School District TX

The Austin Independent School District (AISD) became interested in evaluation and testing skills of teachers when district and school averages on competency ratings in the area were among the lowest since 1979. School districts, as well as teacher preparation programs, should devote serious attention to the improvement of these teacher skills. In the AISD, three initial activities were undertaken to improve teacher competencies in student evaluation: (1) evaluating teacher tests to generate development needs and identify resources for staff development; (2) creating test item bank projects for staff development in a practical format; and (3) long range staff development by gathering testing information and conducting training in test construction, test interpretation, test use, and student test anxiety. Staff development in testing and evaluation should be a districtwide priority. (CM)

ED 233 042 TM 830 456

Anderson, Judith I.
A Comparison of Title I Evaluation Data from 1979-80 and 1980-81.

ED 233 057 TM 830 504

Phillips, S. E.; Anderson, A. E.
LOGTRUE: A Computer Program for Test Equating with Item Response Theory.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Computer Programs; *Equated Scores; Group Testing; *Latent Trait Theory; Raw Scores; *Scaling; Test Interpretation; Test Items
IDENTIFIERS- LOGIST Computer Program; *LOGTRUE Computer Program

The LOGTRUE program can be used to obtain a scale of equated raw scores for two tests with parameter estimates on a common item response theory scale. The program derives its name from the method of logistic true score equating described by Lord (1980). The method can be applied to two tests with overlapping items administered to different groups of examinees (anchor test approach) or to two non-overlapping tests administered to the same group of examinees (scaling test approach). The method requires equal ability distributions for the examinees completing the two tests being equated, or that parameter estimates for the items in the two tests be transformed to a common scale based on a subset of overlapping items. Equating then proceeds. LOGTRUE's input data are the output of the LOGIST or EQUATOR computer programs. Difficulty estimates and the effects of difficulty parameter outliers are examined. (CM)

ED 233 058 TM 830 505

Blumberg, Carol Joyce; And Others
Matched Latin Squares: A Nifty Solution to a Tricky Design Problem.
PUB DATE- 28 Feb 83

ED 233 075 TM 830 532

Howey, Kenneth R.
Reflective Inquiry into Teacher Centers: Initial Outcomes of Structural Collaboration in Fourteen Projects.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 83
CONTRACT- 400-78-0047
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Data Analysis; Data Collection; Evaluation Criteria; Interviews; Pilot Projects; *Program Effectiveness; *Researchers; *Research Needs; Teacher Centers; *Teachers
IDENTIFIERS- *Collaborative Research; *Far West Laboratory for Educational R and D CA

This paper first examines different conceptions of collaborative research. It then reviews problems and benefits in collaborative research as perceived by teams of researchers and teacher center/teacher personnel in 14 projects funded by the Teachers' Center Exchange at the Far West Laboratory. Criteria for effective collaborative research are derived from interviews with those who participated in the 14 projects. Aspects of development for both teachers and researchers as a result of these cooperative endeavors are examined. It is concluded on the basis of these pilot studies that teachers can contribute in multiple and substantive ways to a research project, but careful planning, adequate time, and the support needed to ensure rigorous data collection and analysis are preconditions to this effectiveness, as are those conditions and attitudes identified which contribute to this form of cooperation. (Author)

ED 233 076 TM 830 533

ED 233 090 UD 022 835

Hood, Paul, Ed.
School Principals. Collaborative Arrangements. Linking Agents.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 83
CONTRACT- 400-80-0103
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Serials (022)
DESCRIPTIONS- *Administrator Characteristics; *Cooperative Programs; Educational Environment; *Educational Improvement; Elementary Secondary Education; Information Utilization; Institutional Characteristics; *Institutional Cooperation; *Linking Agents; Literature Reviews; *Principals; School Administration; School Effectiveness; Technical Assistance

This report summarizes the findings of three studies conducted by the Far West Laboratory for Educational Research and Development in San Francisco, California. The first comprised five case studies of school principals. The second synthesized studies on collaborative arrangements for school improvement, and the third is a review of five studies on the role of linking agents in school improvement. The work on public school principals examined the behavior of these individuals in different settings, and showed how community, district, and personal factors interacted with the organizational characteristics of schools to shape instructional management activities and decisions. The review of studies on interorganizational collaboration found that: (1) formal collaborative arrangements are widespread, effective, and influenced by external factors; (2) structure has little influence on effectiveness; and (3) effective collaboration requires strong leadership, mutual ownership of the collaborative effort, congruency of needs and resources among collaborating organizations, and flexible operating procedures. Finally, the study on linking agents indicated that: (1) linkage activities include communication, coordination, resource finding, assistance in information utilization as well as problem solving and program implementation, and administration; (2) support systems were more significant than

ED 233 105 UD 023 009

IMPACT II Catalog of Teacher-Developed Programs, 1982-1983.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.; New York City Economic Development Council, N.Y.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Classroom Techniques; *Demonstration Programs; Elementary Secondary Education; Program Descriptions; *Program Implementation; *Teacher Developed Materials; *Teaching Methods
IDENTIFIERS- *Impact II; New York City Board of Education

The Impact II teacher-to-teacher network was created in 1979 to enable New York City public school teachers to learn about successful classroom programs from one another. The project is based on the belief that many successful programs begin in the classroom and that teacher interaction is the best way of disseminating information about these programs. This Impact II catalog presents profiles of 96 exemplary, teacher-developed programs in New York City. The profiles are organized by subject area and classified according to appropriate grade level. Subject areas of the programs include art, bilingual education, career education, communication arts, computer education, foreign languages, health education, home economics, mathematics, music, physical education, science, and social studies. Some programs combine two or more subject areas and others cut across grade levels. Each profile includes a brief description of the program, students, staff materials, facilities, outside resources, and program value, and indicates where to obtain more information. An index of participating teachers, by borough and school district location, is provided. (MJL)

ED 233 120 UD 023 049

Himes, John H.; And Others
Lawrence Children's Health Project. A Demonstration of a Collaborative Brokering Model and School-Based EPSDT. Final Report.
Abt Associates, Inc., Cambridge, Mass.; Merrimack Education Center, Chelmsford, Mass.
PUB DATE- 6 Aug 82
LANGUAGE- English
EDRS Price - MF01/PC0[illegible] Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- Cooperative Programs; Delivery Systems; *Demonstration Programs; Disadvantaged; Elementary Education; Health Needs; *Health Services; Immunization Programs; *Medical Care Evaluation; *Outreach Programs; *Preventive Medicine; Program Descriptions; Program Evaluation; *School Health Services; School Role; Spanish Speaking; Urban Schools
IDENTIFIERS- *Lawrence Childrens Health Project MA

The Lawrence (Massachusetts) Children's Health Project (LCHP) was a demonstration project consisting of an alternative approach to providing health care to children, many of whom were not receiving health services. The project was carried out by the Merrimack Education Center and focused on a school-based model for Early Periodic Screening, Diagnosis, and Treatment (EPSDT). A total number of 2,235 students (60 percent of them Hispanic) from 6 of the 13 elementary schools in Lawrence participated in the project, which consisted of two components: the health service system, and a component which performed administrative functions necessary to support the health service system. Data were collected on the health history of each student, and teachers' assessments of target childrens' school functioning were obtained. Referrals and follow-ups were conducted through family health workers. An evaluation of the project indicates that the LCHP: (1) provided services which met appropriate standards of quality with appropriate follow-up; (2) integrated and coordinated existing and newly established health care services; (3) increased the responsiveness of provider (and consumer) organizations to the needs of the target population; (4) provided cost effective services; and (5) developed a replicable model of collaborative brokering for service delivery. This report provides a detailed description of the program's

ED 232 770 PS 013 733

Strategies for the Legal Implementation of the International Code of Marketing of Breast-Milk Substitutes: Report on a WHO Meeting (Copenhagen, Denmark, November 10-12, 1982).

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

REPORT NO.- WHO-ICP/NUT-010-0819F
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Compliance (Legal); *Consumer Protection; *Global Approach; Government Role; Institutional Role; Marketing; Program Implementation
IDENTIFIERS- *Breast Milk Substitutes; World Health Organization

For various reasons, several countries have had difficulty implementing the International Code of Marketing of Breast-milk Substitutes. To address those problems, a meeting was convened under the auspices of the World Health Organization. Specific purposes of the meeting were to inform member states about the Code and to develop national strategies for its legal implementation. Several topics were discussed at the meeting, including (1) marketing of breast-milk substitutes, (2) the development of legal support systems protecting pregnant women, (3) nutritional/medical aspects of breast-feeding, (4) initiatives taken by European countries to implement the Code by legislation, (5) constraints on implementation, (6) the role of intergovernmental organizations, (7) the role of industry, and (8) the role of consumers and other nongovernmental organizations. After lengthy discussion, participants in the meeting developed additional opinions and ideas concerning these and several related topics, such as the need for optimal education and information, national implementation strategies, quality and labeling standards, and fundamental human rights. These ideas are presented briefly at the conclusion of the report. A list of participants is appended. (RH)

ED 232 785 PS 013 790

Adolf, Jane W.
Creative Thinking through Science.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Creative Teaching; Elementary Education; *Elementary School Science; *Enrichment Activities; Experimental Teaching; Inquiry; *Scientific Methodology

Common questions that children ask can promote creative thinking. The question, "What will happen if...?" can set the stage for creative problem solving by encouraging the use of the scientific method. The scientific method involves learning how to hypothesize, recording procedures for experimentation, developing skills in observation and data collection, interpreting results, and drawing conclusions. A simple experiment using raisins, clear soda pop, and a large glass can stimulate the right questions and encourage creative solutions by students. Labeling each step of the process and recording what occurs guides students in a logical manner. Guiding students through the scientific method thus promotes creative thinking both inside and outside of the classroom and helps students better understand the world around them. (BJD)

ED 232 786 PS 013 792

Fernie, David E.
The Promotion of Play in the Indoor Play Environment.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Child Development; *Classroom Design; *Ethology; *Guidelines; Literature Reviews; *Play; *Preschool Children; Preschool Education; Psychological Studies; Research Methodology; *Research Needs

McCarty, T. L., Comp.; And Others
A Bibliography of Navajo and Native American Teaching Materials = Dine K'eeji Naaltsoos Bee Nida'nitinigii. Revised Edition.
Rough Rock Demonstration School, AZ. Navajo Curriculum Center.
SPONS. AGENCY- Office of Indian Education (ED), Washington, D.C.
REPORT NO.- ISBN-0-936008-15-6
PUB DATE- Jun 83
AVAILABLE FROM- Navajo Curriculum Center, Rough Rock Demonstration School, Star Route 1, Rough Rock AZ 86503 ($7.50; 5 or more, 15% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- American Indian Culture; *American Indian Education; American Indian History; American Indian Literature; American Indians; Annotated Bibliographies; Audiovisual Aids; Bilingual Instructional Materials; Cultural Background; *Cultural Education; Elementary Secondary Education; *Instructional Materials; Mathematics; Music; Native Language Instruction; *Navajo; Periodicals; Physical Education; Publishing Industry; *Resource Materials; Social Studies; Supplementary Reading Materials
IDENTIFIERS- *Navajo (Nation)

A revised annotated bibliography of Navajo and Native American teaching materials published between 1910 and 1982 (most from 1970 to 1982), compiled as part of the Title IV-B Navajo Materials Development Project, lists resources for teachers of Navajo and other Native American students. Most citations are of written materials, although some posters, non-textual materials and catalogs of audio-visual aids are described. The first two sections divide text materials by grade level and by language: 148 written primarily in Navajo (Section I), and 193 bilingual (Navajo-English) or primarily in English (Section II). Both sections cite: fiction and non-fiction; Navajo-based texts in social studies, history, mathematics, physical education, music and art; and teacher's guides to accompany texts. Items are listed alphabetically by author's last name; each citation contains: author's/illustrator's name; title; date/place of publication; grade level (often overlapping); content; graphics; size; recommendations; and availability. Subsequent sections list other materials to augment Navajo-Native American Studies programs: 9 audio-visual guides (Section III); 20 periodicals helpful to teachers of Navajo students (Section IV); 142 supplementary references on Navajo and Native American language and culture (Section V); and 11 curriculum development centers, 16 museums and libraries, and 14 publishers and materials distributors for additional resources (Section VI). (MH)

and Athabaskan Students" (Barnhardt); "Social Control and Social Organization in an Alaskan Athabaskan Classroom" (Van Ness); and "Yup'ik Eskimo Women and Postsecondary Education" (Harrison). (MH)

ED 232 815 RC 014 232

Weil, Richard H.
Loss and Reconstitution of Sioux Tribal Lands in South Dakota.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *American Indian Reservations; American Indians; *Federal Government; *Federal Indian Relationship; History; *Land Settlement; *Policy; Treaties
IDENTIFIERS- Bureau of Indian Affairs; Federal Housing Administration; Jurisdiction; *Sioux (Tribe); *South Dakota

Inconsistent government policies towards American Indian landholdings have created jurisdictional chaos on South Dakota's Sioux reservations. Although the Sioux had occupied the area of South Dakota since the seventeenth century, white settlers began to move into the territory in the 1840's. Despite treaties, the federal government began convincing the Indians to trade large tracts of their land for small reservations and occasionally even reduced the size of the reservations. By the 1880's, South Dakota contained six distinct Sioux reservations: Crow Creek, Lower Brule, Standing Rock, Rosebud, Cheyenne River, and Pine Ridge. The government frequently took the land separating them, thus weakening family and intertribal ties. After 1889 the Indians gained title to some reservation land through the allotment system, but they lost land when the government opened unallotted tribal lands to white homesteaders. They lost more land when the government began forcing them to accept full title to allotted lands in 1917. Although attempts to reconstitute tribal landholdings in South Dakota began as early as the 1890's, the area still has no coherent land ownership patterns and remains a confused mix of land ownership. Chances for true autonomy seem remote. Appended are maps of South Dakota illustrating the settlement of the Sioux (1800's to present). (SB)

Neighborhood residents' committees solve community problems and organize study groups. China's teachers come from various backgrounds, with emphasis on practical experience and leadership qualities. Changes in education continue, with a standardized 10-year universal education program for young people, and increasing emphasis on science and technology. (MH)

ED 232 829 RC 014 246

O'Gorman, Frances
Roles of Change Agents in Development. Occasional Paper #3.
Michigan State Univ., East Lansing. Non-Formal Education Information Center.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- 78
AVAILABLE FROM- NFE Information Center, Michigan State University, 237 Erickson Hall, East Lansing, MI 48824 (while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Agency Role; Attitude Change; *Change Agents; Change Strategies; Community Change; *Community Development; Economic Development; Professional Training; *Role Perception; *Social Change; Social Influences; Social Theories; Work Attitudes

The roles of change agents in community development are manifest (surface actions of agents interacting with clients) and latent (derived from undercurrents that give directions to the agents' actions). Manifest roles are as starter (facilitator, analyzer, leadership developer); go-between (informer, linker); and accomplisher (organizer, evaluator, administrator of sanctions). Assumptions underlying manifest roles are: the change process is goal directed; alleviation of problems/needs will bring benefits of society to local groups; change agents can foster belief in improvement; change equals development, interpreted as modernization and progress. An emerging human-centered paradigm of development, with economic growth no longer the primary/exclusive goal, questions these assumptions. Manifest roles incorporate the latent roles, which may differ, depending on the agent's view of development. As facilitator, the agent may be alienator or de-alienator; as leadership developer, either mobilizer or consciousness raiser; as analyzer, either dichotomizer or history builder; as informer, either manipulator or sharer; as linker, either modernizer or

attrition. A list of references is included. (JW)

ED 232 843 SE 042 206

Blansdorf, Klaus, Ed.
Institute for Science Education. Institut fur die Padagogik der Naturwissenschaften an der Universitat Kiel. IPN Report-in-Brief 11. 3rd Edition.
Kiel Univ. (West Germany). Institut fuer die Paedagogik der Naturwissenschaften.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Biology; Chemistry; Disabilities; Elementary Secondary Education; Foreign Countries; Higher Education; *Institutional Characteristics; Interdisciplinary Approach; Physics; Program Descriptions; Research and Development Centers; *Research Projects; Science Curriculum; *Science Education; Science Instruction; *Science Programs; *Science Projects
IDENTIFIERS- *Science Education Research; *West Germany

The Institut fur die Padagogik der Naturwissenschaften (IPN) is the research institute for science education, with a national function in the Federal Republic of Germany. The IPN consists of biology education, chemistry education, physics education, educational science, research methodology/statistics, and administration/general services departments. IPN history, research directions, institutional organization and boards, financing, interdisciplinary activities, research planning, and continuing institutional services are discussed. Areas of research according to a 3-year plan (1983-85) are also discussed. These include areas of general concern (such as health education and teacher training), areas of preliminary investigation (such as ecotechnology and science education), areas of major concentration (including curriculum development, and attitudes, values, and interests in science education), and areas of applied research. Also included are summaries of completed research projects, lists of IPN symposia and seminars, lists of IPN publications (in German unless otherwise noted) in biology, chemistry, physics, and science for handicapped children, and lists of IPN research reports and reports-in-brief. The latter contain information about the IPN and its scientific studies, summaries of extensive anthologies of reports, concepts, and reviews of science-related research. Lists of IPN board and

for accessing and searching the computer file on the Rensselaer Polytechnic Institute (RPI) computer by dial-up modem), and 360 pages of appendices consisting of the list of experiments. (JN)

ED 232 856 SE 042 630

Novak, Gordon S., Jr.
Cognitive Processes and Knowledge Structures Used in Solving Physics Problems. Final Technical Report.
Texas Univ., Austin. Dept. of Computer Science.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- NSF/SED-82032
PUB DATE- 82
GRANT- SED-7912803
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Processes; *Cognitive Structures; *College Science; *Computer Programs; Higher Education; High Schools; *Physics; *Problem Solving; Science Education; *Secondary School Science
IDENTIFIERS- National Science Foundation; Science Education Research

Cognitive processes and knowledge structures used in physics problem-solving at the high school or freshmen college level were investigated by analysis of expert and novice human problem-solving behavior and by development of computer programs which can solve informally-stated physics problems. Computer representations for the information developed by a problem solver while solving a problem, a computer language for specifying such representations (GLISP), and a compiler for translating programs written in terms of such representations into executable form were developed. In addition, a set of rules for problem analysis were also developed. These rules determine the general context of a problem, fill in features missing from the problem statement, and connect the features of the problem with the appropriate object models and methods for solving the problem. These representations and rules have been used successfully to analyze mechanics problems. Current research involves working on methods by which a program, starting with general formulations of physical laws, can learn expertise in solving particular kinds of problems through practice. (An example of knowledge representation for units of measurement and an example of problems and problem analysis rules are appended to this report). (Author/JN)

the reading level of science materials. The final section contains a review and analysis of a single study. The study focused on attitudes and their influence on education in an informal setting. Authors responses to two analyses are also included. (JN)

ED 232 870 SE 042 644

Suydam, Marilyn N.
Research on Mathematics Education Reported in 1982.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Council of Teachers of Mathematics, Inc., Reston, Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 83
CONTRACT- 400-78-0004
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- Algebra; *Calculators; Cognitive Style; Computers; Doctoral Dissertations; Elementary Secondary Education; Geometry; Higher Education; Learning Disabilities; *Mathematics Achievement; *Mathematics Anxiety; Mathematics Curriculum; *Mathematics Education; Mathematics Instruction; Periodicals; *Problem Solving; *Sex Differences; Student Attitudes; Testing
IDENTIFIERS- *Mathematics Education Research

This is the 13th annual listing of research on mathematics education. Annotated references are organized alphabetically by author within three categories: (1) research summaries; (2) journal-published reports; and (3) dissertation abstracts. An index is also provided to help locate references to designated mathematical topics. Topic areas include: achievement; algebra; arithmetic operations; attitudes/anxiety; calculators and computers; cognitive style; diagnosis and remediation; ethnic and social variables; geometry and measurement; learning; learning disabilities; mathematics materials; number and numeration; organizing for instruction; problem-solving; sequencing; sex differences; and test analysis. Accompanying the author's name in this index is a grade-level designation. In addition, each annotation listed in the three major categories also includes a grade-level (or age-level) designation. Annotations generally indicate one principal finding of a study, although most have

ED 232 885 SE 042 783

Dewsbury, Alison
Easy Math. Teacher's Guide.
Ontario Inst. for Studies in Education, Toronto.
REPORT NO.- ISBN-0-7744-0267-9
PUB DATE- 83
AVAILABLE FROM- OISE Press, 252 Bloor Street West, Toronto, Ontario, Canada M5S IV6 ($12.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Addition; *Arithmetic; *Computation; Division; *Educational Games; Elementary Education; *Elementary School Mathematics; *Fractions; Learning Activities; Mathematics Education; *Mathematics Instruction; Multiplication; Subtraction; Time

The objective of the Easy Math Program is to give all students (not just those with mathematical talent) an intuitive grasp of the quantitative principles on which mathematics is based, so they will be able to execute its basic operations with insight, and move on to its higher concepts with confidence. The program approaches this objective by a blend of carefully sequenced activities. These activities, which begin at an elementary level, have been developed to eliminate the most common errors children make when doing seatwork mathematics. New concepts and skills are always introduced in the context of concrete, manipulative experiences. In addition, the activities provide a great deal of support for the gradual transfer of insights which children acquire in the context of their object manipulation to the world of numerals and symbols. Provided in this teaching guide are the aims, list of special materials needed, instructional strategies, related activities, and game information for activities in seven student booklets. Topic areas of booklets include: counting to 10; addition and subtraction (under 10); tens and units; early multiplication/division; beginning money skills; telling time; and equivalents/fractions. A separate section on use of games and game boards is also included. (JN)

ED 232 886 SE 042 784

Litwak, Eugene; And Others

Technology, Proximity, Gender, and Ethnicity as Factors Affecting Kins' Services to the Aged: An Elaboration of the Modified Extended Family Model of Kin Structure.

Columbia Univ., New York, N.Y. Center for Social Sciences.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.; National Inst. of Mental Health (DHHS), Rockville, MD.; National Inst. on Aging (DHHS/NIH), Bethesda, MD.
PUB DATE- 30 Jul 82
GRANT- 0090-AR-0034; R01AG-00564; R01MH-30726
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Ethnic Groups; *Extended Family; *Family Involvement; Gerontology; *Individual Needs; *Older Adults; *Proximity; Social Science Research; *Social Support Groups; Socioeconomic Status; Tables (Data); Technology

Two central issues relevant to services delivered to older adults by family members (including extended family) were analyzed: the method used in delivering the services and the geographic proximity required to deliver the service. The analysis involved a study of 1,400 people aged 65 and over and 800 of their helpers. Delivery of services was categorized according to telephone or face-to-face; the frequency of each was measured. Services were categorized as "household" (housekeeping, paying bills, making repairs) and "normal kin" (checking on persons, bringing meals, giving gifts, talking to them when they are depressed). The farther away the helper lived, the smaller the proportion who received household help. By contrast, kinship services were far less affected by geographic distance. Also, in terms of geographic proximity, it appears that when older people were both sick and single, they were more than twice as likely to live in the same household as their helper than those who were married or single and healthy. Also, those classified as poor made more daily face-to-face contacts with their helpers than those with high incomes, attributable to the fact that those in the unskilled labor class, not subject to the problems of occupational mobility, tended to live closer to their relatives. Finally, groups least incorporated into the modern economy (i.e., the poor and recent migrants) were more likely to adhere to a more traditional kinship structure and were least likely to be geographically distant. (KC)

Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Asian Studies; Elementary Secondary Education; *Instructional Materials; Nonprint Media; Professional Associations; *Resource Materials; Textbooks
IDENTIFIERS- *Asia; Asia (Southeast); China; India; Japan; Korea; PF Project; Vietnam

Teaching about countries and regions of Asia is the topic of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 11 citations from "Resources in Education" (RIE); (2) 13 citations from "Current Index to Journals in Education" (CIJE); (3) 22 commercially available "Student and Teacher Materials" (9 textbooks and student resources, 7 multimedia materials, and 6 teacher resources); (4) 7 related professional organizations that may prove helpful in this area; and (5) 4 journals and newsletters. (DC)

ED 232 916 SO 014 799

Reference Sheet on Economics.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Consumer Education; *Economics Education; Educational Games; Elementary Secondary Education; *Instructional Materials; Nonprint Media; Professional Associations; *Resource Materials; Simulation; Textbooks
IDENTIFIERS- PF Project

Teaching economics and consumer education is the topic of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 10 citations from "Resources in Education" (RIE); (2) 10 citations from "Current Index to Journals in Education" (CIJE); (3) 35 commercially available "Student and Teacher Materials" (8 textbooks, 6 supplementary print materials, 8 multimedia materials, 3 games and simulations, and 10 teacher resources); (4) 4 related professional organizations that may prove helpful in this area; and (5) 2 journals and newsletters. (DC) importance to the future policy of the United States vis-a-vis Guatemala. Ideas for action and a brief listing of reading materials are included. (KC)

ED 232 934 SO 014 817

World Refugee Crisis: Winning the Game. Facts for Action #6.
Oxfam America, Boston, MA.
PUB DATE- Jan 83
AVAILABLE FROM- Oxfam America, 115 Broadway, Boston, MA 02116 (1-20 copies, $0.50 each; over 20, $0.25 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Definitions; Developing Nations; Foreign Policy; Global Approach; High Schools; *Political Attitudes; *Quality of Life; *Refugees; *World Problems
IDENTIFIERS- PF Project

Definitions, statistics, and problems of world refugees are presented in this document for high school global education classes. Although various agencies have determined different definitions of the term, the authors consider as refugees all those forced to flee their native land in order to survive. For most refugees the attraction of a higher standard of living is secondary to their sheer need to escape war, political or economic oppression, or natural disaster. Current statistics indicate that 80 percent of refugees end up in poorer third world countries rather than in wealthier countries or developed regions; most refugees are women and children under 15 years of age. Often, host governments turn back refugees or create squalid, crowded camps to contain them. Changes can be effected, for example, by a change in the current refugee policies of wealthy nations from foreign policy interests to humanitarian interests. The document contains a map charting the world refugee movement accompanied by statistics from the "World Refugee Survey," (1981 and 1982), the United Nations High Commissioner for Refugees, and the United States Immigration and Naturalization Service. Ideas for action and a brief reference list are also included. (KC)

ED 232 949 SO 014 929

Chilcoat, George W.
"The Down-Trodden Slaves of the Needle," or, The Study of American Women, 1840-1910, through the Writing of a Dime Novel.
PUB DATE- 4 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Course Organization; Creative Teaching; Creative Writing; Descriptive Writing; *Females; High Schools; *Interdisciplinary Approach; Literary Devices; Local Color Writing; Motivation Techniques; *Novels; Social Studies; Teaching Methods; *United States History; *United States Literature; *Womens Studies; Writing (Composition)

Arranged into four parts, the paper offers practical and motivating techniques for using the dime novel in high school classrooms, particularly in the study of women's history. The first part of the paper describes the historical background of the dime novel that was originally intended to entertain the reading public with fast-paced action, high adventure, and ethically uplifting stories. The second part of the paper discusses the use of the dime novel in the classroom and lists 63 themes related to women's involvement in the years 1845-1910 that can be used as a catalyst for discussion. Part 3 presents procedures for using the dime novel in the classroom, including introducing the history of the dime novel and providing specific guidelines for completing the assignment; holding student conferences to assess progress; and conducting and concluding follow-up activities. The last part of the document includes a student handout for writing a dime novel which directs students in the effective use of characterization and plot outline as well as a graphic display and instructions for the completion of an illustrated title page. (LH)

ED 232 950 SO 014 932

Hornberger, Timothy R.
A Curriculum to Change Attitudes toward the Amish.
PUB DATE- 82
LANGUAGE- English

ED 232 964 SP 022 500

Clarke, Irene, Ed.; Moran, Lyn, Ed.
Wyoming Teacher Resource Kit and Caboodle.
Wyoming Teachers' Center, Torrington.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Basic Skills; *Classroom Techniques; Computer Literacy; Computers; Discipline; Elementary Secondary Education; Futures (of Society); Mathematics Instruction; Reading Instruction; *Resource Materials; *Teacher Centers
IDENTIFIERS- PF Project; Wyoming

Teachers' centers, the basics, computers, classroom management, and Educational Resources Information Center (ERIC) are topics of the sections of this collection of resource articles for teachers. The usefulness of this collection is not limited to Wyoming. In the section on teachers' centers are articles on the roles and responsibilities of teacher consultants (teachers who assist other teachers) and strategies for their success, profiles of Wyoming teacher consultants, brief recommendations for the professional development of teachers, and ideas for collecting inexpensive classroom materials. The "basics" section has research-based suggestions in question-and-answer format for improving pre-reading, reading and mathematics instruction; an opinion paper on the need to combine futurism with the basics; and methods, terminology and goals for futuring and future studies instruction. In the computers section are discussed the need for teachers to accept computers, the progress that has been made in Wyoming in computer literacy programs, and concepts that should be included in computer literacy programs. The articles in the classroom management section describe the characteristics and techniques of effective classroom managers, provide practical suggestions for discipline, and list brief classroom tips and motivation ideas. The document concludes with an explanation of ERIC and testimonials to its effectiveness. (DC)

ED 232 979 SP 022 808

Stier, William F., Jr.
The Status of Physical Education within Junior/Community Colleges.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Administrative Policy; Athletic Coaches; *Athletics; *College Curriculum; *College Faculty; Educational Trends; *Physical Education; Physical Education Facilities; Physical Education Teachers; Program Budgeting; *Program Evaluation; Teaching Experience; Tenure; *Two Year Colleges

A study of the status of physical education and athletics programs in two-year colleges was part of a followup to an earlier national study conducted in 1971. Questionnaires were sent to a national sample of 300 institutions; 174 (58 percent) were returned. Data on the size of physical education departments, type of school governance, size of college communities, and the training and experience of the faculty were collected. All institutions surveyed were coeducational, and 90 percent were public. A majority of the colleges had liberal arts and vocational-technical curricula, and the physical education departments offered activity or service classes to the student body as a whole. In addition to information on the scope of programs offered, the study sought to examine current policies, practices, and procedures used in the administration, organization, and conduct of the programs, and the use of available facilities. Results indicate that, over the past 10 years, there has been a decrease in the number of years required of students in the service program. Methods of program evaluation were investigated as well as the status of athletic coaches and their opportunities to gain tenure. Responses indicate that the majority of athletic administrators felt no significant impact from Title IX. (JD)

ED 232 980 SP 022 826

Card, Jaclyn A.
Stress Management in Correctional Recreation.

Stowe, Louise Pitts
Handicapped Students in Higher Education: A Global Perspective.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Accessibility (for Disabled); *College Students; Exceptional Persons; Expenditure Per Student; *Foreign Countries; Global Approach; Higher Education; Individual Needs; *Physical Disabilities; Student Needs; *Teacher Education Programs

The situation for physically handicapped college students both in the United States and abroad was studied. Information was obtained from questionnaires sent to colleges in New England, New York, and New Jersey, from personal interviews with schools specializing in education for the deaf, and from interviews with educators in selected foreign countries. A dilemma common to all was found to be shortage of needed funds. Visits were made to Spain, Poland, Bulgaria, Hungary, and Barbados, and information was obtained from Puerto Rico, Czechoslovakia, and the Soviet Union. Discussions with educators focused upon: (1) What kinds of support services (interpreters, note-takers, tutors, personal care attendants, or transportation) can colleges provide in relation to the various types of student disabilities? (2) What are the costs in human terms and in finances? and (3) How can more awareness and sensitivity be provided for faculty, staff, and non-disabled students so that all feel like participants in the educational process and none feel threatened? The role that educators must play in planning future training programs for teachers is discussed. (JD)

ED 232 996 SP 022 855

Barnett, Dorothy Prince; And Others
A Learning Resource Center for International Education: The Heritage Center.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Cross Cultural Studies; Cultural Activities; Cultural

for Vertical Jump Improvement.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Athletic Coaches; *Athletics; Comparative Analysis; *Exercise Physiology; *Motor Reactions; Muscular Strength; Physical Education; Program Effectiveness; *Psychomotor Skills; *Training Methods
IDENTIFIERS- Isokinetics; Isotonic Strength; Plyometric Exercise

This annotated bibliography documents three training methods used to develop vertical jumping ability and power: isotonic, isokinetics, and plyometric training. Research findings on all three forms of training are summarized and compared. A synthesis of conclusions drawn from the annotated writings is presented. The report includes a glossary of terms and an appendix with illustrations of various plyometric exercises. (JD)

ED 233 012 SP 022 881

Pietrzak, John L.
The Necessity of Physical Education in Today's Schools.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131) Historical Materials (060)
DESCRIPTIONS- Annotated Bibliographies; *Athletics; *Curriculum Development; Educational History; Holistic Approach; Individual Development; Lifetime Sports; Muscular Strength; *Physical Education; Physical Fitness; Psychomotor Objectives; Psychomotor Skills; *Recreational Activities; *Relevance (Education)

The literature in this annotated bibliography was selected to identify and interpret the holistic value of physical education within the general school curriculum and to illustrate the necessity of physical education as a major course of study. The first group of studies cited in the bibliography focuses on the historical development of physical education and sports from primitive civilizations, through the influence of Greece and Europe, and developments in early American society. In the second group, the value of physical education is emphasized, with writings on its

ED 233 027 TM 830 338

Robinson, Carol; O'Neal, Sandra
A Public Dissemination Plan of Test Results and Application of Testing to Improvement of Instruction.
Albuquerque Public Schools, N. Mex.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Entrance Examinations; Elementary Secondary Education; *Information Dissemination; News Media; *Newspapers; News Writing; Public Opinion; Public Schools; School Districts; *Scores; Testing; *Testing Programs
IDENTIFIERS- *Albuquerque Public Schools NM

To combat negative press reports concerning schools and test scores, the Albuquerque Public Schools (APS) Public Information Office (PIO) and the Department of Instructional Research, Testing, and Evaluation (IRTE) developed a dissemination plan geared toward informing the public about testing. Designed to include both test scores and information about testing as an instructional tool, the plan involves the production and distribution of testing reports in the form of newspaper inserts. The reports (called "APS In Action") are jointly written and edited by IRTE and the PIO, and distributed to citizens as an insert in the Sunday Albuquerque Journal. The insert provides answers to questions on testing, an editorial by the superintendent, information on how to prepare for tests, and a calendar of major testing dates. Results from state assessment tests and college entrance examinations are included. Press conferences precede the release of the special testing issues of "APS In Action" by several days. It is felt that the Albuquerque community has developed a better understanding of the testing program and the strengths and weaknesses of testing as well as a better attitude toward schools in general. (LC)

ED 233 028 TM 830 366

Shultz, Jeffrey
Ethnography in Education: Implications for Teacher Education.
PUB DATE- 83
LANGUAGE- English

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; Comparative Analysis; Compensatory Education; *Data Analysis; Elementary Secondary Education; Language Arts; Mathematics Achievement; *Program Evaluation; Reading Achievement; School Districts; Scores; *Test Results; Test Use
IDENTIFIERS- *Data Interpretation; Elementary Secondary Education Act Title I; *Title I Evaluation and Reporting System

The Title I Evaluation and Reporting System (TIERS) under Title I of the Elementary and Secondary Education Act first required project participation and achievement data from the states for the 1979-80 school year. Chapter 1 of the Education Consolidation and Improvement Act of 1981 (ECIA) repealed the requirements for use of federally mandated evaluation models. This paper notes the variation in state Title I gains over 2 years. Achievement information included state and project level aggregates for reading, mathematics, and language arts in grades 2 through 12 for the states, and grades 2,6, and 10 for the project level. The data set of achievement for 1979-80 and 1980-81 data from 24 states, received by the fall of 1982, were examined. Differences between the estimates of gain for the 2 years were minimal, with the largest being for grade 12 annual reading. Results are expected to vary from year to year, but there seems to be a tendency to interpret both state and local results as absolutes. (CM)

ED 233 043 TM 830 458

Stone, Jean
A Comparison of Decision-making Frameworks of Two State Level Teacher Assessment/Observation Systems.
PUB DATE- 13 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Beginning Teachers; *Classroom Observation Techniques; *Comparative Analysis; Decision Making; Elementary Secondary Education; *State Programs; Teacher Evaluation; Test Format; Test Use
IDENTIFIERS- *Assessments of Performance in Teaching; Georgia; South Carolina; *Teacher Performance Assessment Instrument

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Adults; *Discourse Analysis; Eye Movements; *Language Processing; Paragraphs; *Psycholinguistics; *Research Design; Research Problems; Sentences
IDENTIFIERS- *Latin Squares

The effects of various discourse variables on the psycholinguistic processing of sentences within paragraphs by 36 competent adult readers were investigated. Eye movement measures were used as the dependent variables reflecting psycholinguistic processing. When all of the constraints within which the study had to be performed were examined, it became obvious that none of the traditional research designs would be appropriate. Hence, a new experimental design, Latin square matched with other Latin squares, was conceived which met the constraints of the study. This design has some features which make it very useful for research in many different fields of education. Furthermore, from a statistical analysis point of view, this design has several desirable characteristics: it allows the researcher to test a larger set of hypotheses than is possible under other designs employing the same number of individuals, and it allows the researcher to gain sufficient power for the hypothesis tests while using only a small number of individuals. A description of the study and its constraints, an explanation of why the traditional designs cannot be used, and an introduction to the conceived design are given. The statistical analysis techniques to be employed on data collected using this design are then explained in detail. (Author/PN)

ED 233 059 TM 830 507

Pepin, Michel
A Method for Maximizing the Internal Consistency Coefficient Alpha.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Research Methodology; Research Problems; Statistical Analysis; *Test Items; *Test Reliability
IDENTIFIERS- *Alpha Coefficient; Eigenvalues; *Internal Consistency; Principal Components Analysis; Weighting (Statistical)

Wilson, Kenneth M.
A Review of Research on the Prediction of Academic Performance after the Freshman Year.
College Entrance Examination Board, New York, N.Y.
REPORT NO.- CB-R-83-2; ETS-RR-83-11
PUB DATE- 83
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Academic Achievement; *College Entrance Examinations; College Freshmen; Comparative Analysis; *Grade Point Average; Higher Education; Performance Factors; *Predictive Measurement; Predictive Validity; *Undergraduate Students

The criterion most frequently used in studies designed to assess the predictive validity of measures used in college admission has been the freshman-year grade point average (GPA). It is not self-evident that the first-year GPA provides either a sufficient or a representative sample of a student's academic performance. Questions have been raised regarding the validity of admissions measures for predicting longer-term performance in college. This is the report of a systematic review of research bearing on (a) the validity of admissions measures for predicting GPA that reflects performance beyond the freshman year--i.e., longer-term cumulative or independently computed post-freshman-year GPA, such as senior-year GPA; (b) the comparative relevance and utility of freshman-year, cumulative, and independently computed post-freshman-year GPA as criteria for the validation of admissions measures. Among other things, the research reviewed lends support to the traditional practice of employing the freshman-year GPA in admissions-related predictive validity studies. (Author)

ED 233 077 TM 830 535

Lewis, Janice; Hoover, H. D.
Sex Differences on Standardized Academic Achievement Tests - A Longitudinal Study.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

formal training in shaping linking agents' attitudes and behavior; and (3) linker effectiveness depends on the research focus, external assistance, the nature and magnitude of the innovation, and local support. (MJL)

ED 233 091 UD 022 859

Reading/Language Arts. Elementary and Middle School Curriculum Objectives.
Boston Public Schools, Mass.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Academic Achievement; Educational Needs; *Educational Objectives; Elementary Education; Evaluative Thinking; Interpretive Skills; *Language Arts; Language Proficiency; *Reading; Speech Skills; Study Skills; Writing Skills
IDENTIFIERS- *Boston Public Schools MA

The purpose of this document is to spell out clear objectives in reading, writing, listening, and speaking for all students in Boston, Massachusetts, elementary and middle schools. The objectives include all of the Massachusetts Basic Skills; these are directly linked to competency tests and teacher observation at each level to measure students' individual progress. The objectives described are a maximum curriculum, not a set of minimum competencies. For students who are currently behind their grade levels, the objectives represent a set of goals; and for those who are working on or above their grade levels, the objectives can be used to maximize their growth. They can also be adapted to accomodate bilingual or special education students. The general framework integrates reading, writing, listening, speaking, and critical thinking into: (1) variety of material; (2) literal comprehension; (3) interpretive comprehension; (4) evaluative comprehension; (5) vocabulary building; (6) variety of writing; (7) writing as a craft; (8) the mechanics and usage of writing; (9) speaking; (10) study skills; and (11) language structure. A guideline for assessing students' achievement is provided. Appended are checklists for grades kindergarten through 8, proofreading marks, correlation with State skills, and references. (AOS)

ED 233 106 UD 023 010

Vaughan, Larry, Ed.
Technology Programs That Work. A National Diffusion Network Resource of Exemplary Programs Approved by the Joint Dissemination Review Panel, Department of Education.
Northeast Regional Exchange, Inc., Chelmsford, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network.
PUB DATE- 82
AVAILABLE FROM- Northeast Regional Exchange, 101 Mill Road, Chelmsford, MA 01824 ($3.50; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Oriented Programs; *Computer Science; *Demonstration Programs; *Educational Technology; Elementary Secondary Education; Program Descriptions; Program Effectiveness
IDENTIFIERS- *National Diffusion Network

This report presents brief descriptions of exemplary programs validated by the National Diffusion Network (NDN) and approved for national dissemination by the Joint Dissemination Review Panel, which focus specifically on the effective use of technology in education. As exemplary projects called Developer Demonstrators, 12 of the programs described receive Federal funds to provide training, materials, and assistance to groups that wish to set up similar programs. Four of these Developer Demonstrators receive supplemental funding to provide expanded services as NDN Technology Lighthouse Projects. Seven other programs described in the report currently receive no NDN funds for diffusion activities, but may offer services through cost/service agreements with potential adopters. All of the programs are concerned with computer applications in educational administration, management of instruction, and occupational training; computer literacy; computer- or technology-assisted-instruction in basic skills; technology utilization in education for the handicapped; and/or mass media technology. Information provided for each lighthouse project includes brief reports on facilities, equipment, and resources; services; staffing; special features; procedures for visitation; and a contact person. Descriptions of the other programs include scope, target audience, evidence of effectiveness, implementation requirements, financial resources, services, and a contact person. A directory of NDN State Facilitators is provided. (MJL)

services, administrative aspects, and its results; and outlines recommendations for the future. (AOS)

ED 233 121 UD 023 050

Martin, Susan C.
Manual for Dissemination of Promising Program Models.
Merrimack Education Center, Chelmsford, Mass.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Div. of Curriculum and Instruction.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Arithmetic; Computer Literacy; *Curriculum Development; *Demonstration Programs; Elementary Secondary Education; *Information Dissemination; *Program Development; Reading Instruction; Science Instruction; *Staff Utilization; State Departments of Education; *Technical Assistance
IDENTIFIERS- *Massachusetts

The Massachusetts Board of Education recently adopted a 5-year plan to assist Local Education Agencies (LEAs) in the curriculum areas of reading, writing, arithmetic, science, and computer literacy. However, reduction in funds and staff at the LEA level has decreased the ability of local programs to implement marketing and assistance. This manual, designed for use by both local education program developers and external technical assistants, provides strategies for regionalizing model program dissemination efforts by retraining current State Education Agency (SEA) staff. Section I covers selection of information strategies from promising programs; this includes interviewing, on-site observations, document selection, and visual aids. Section II provides strategies for marketing programs at a regional level, and includes the development of booklets, brochures, slide presentations, a regional educational forum, and an outline for workshop presentations. In section III, an implementation model which uses an external technical assistant is presented. Section IV provides an in-service staff training design for SEA staff. Finally, section V contains interview and observation forms, and sample dissemination materials for model projects. (AOS)

ED 232 771 PS 013 734

Jalongo, Mary Renck
Preserving American Folk Heritage through Story and Song.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Early Childhood Education; *Folk Culture; Guidelines; *Music Activities; *Story Telling; *Teacher Role; *Teaching Methods
IDENTIFIERS- Folk Music; Folktales

Underscoring folklore's appropriateness to multicultural classroom settings are its connection with past and present cultures, its constancy and change, and its potential for oral transmission of human values. Most importantly, folktales and songs enable children to participate in the history of universal human emotions. To effectively include folklore in the curriculum, teachers should be skilled in telling/reading stories, and singing/playing songs with recorded or instrumental accompaniment. Teachers can readily obtain collections of appropriate songs and detailed discussions of storytelling strategies. They, as well as children, can also easily learn to play instruments, such as the autoharp, omnichord, and dulcimer, to accompany folk songs. But, to lead children to an appreciation of folk music and literature, teachers will first need to find personal relevance in traditional story and song. Teachers can do more than read a simple story and play a recorded song; they can with confidence tell a story or sing and play a song. Early childhood educators who transmit American folk music and literature in this way make a substantive contribution to each child's cultural identity. (RH)

ED 232 772 PS 013 750

Church, Joseph
The Cultural and Political Context of Child Development: Reality and Fantasy.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)

IDENTIFIERS- Design Research; Segments Research

Although millions of young children spend much of their lives in classrooms, research rarely provides guidance to teachers organizing classrooms for play activities. Psychological literature on social play and pretend play illustrates the absence of clear guidance. Whereas early research posited a progression through levels of social play (i.e., solitary, parallel, associative, cooperative), subsequent findings have not supported the thesis that children progress in an ordered fashion through levels of play. Futher, the relative value of different levels of play is a matter of controversy. Teachers have received guidance concerning how the realism of materials affects pretend play in children of preschool age. However, few child development studies suggest features of architecture and settings that might promote pretend play. Priorities within child psychology, the experimental research paradigm, and difficulties in manipulating the physical environment may account for the absence of empirical findings providing guidance to teachers. Ethological studies of social play do suggest that materials and setting strongly influence the nature of children's social play, but these studies also provide little practical guidance to help teachers promote children's play in the indoor environment. Use of two new directions for research--design principles research and segments research--involving a collaboration of developmental and environmental disciplines, may provide greater practical knowledge than has previously been obtainable. (RH)

ED 232 787 PS 013 794

Kratter, Jonathan; Hogan, John D.
The Use of Meditation in the Treatment of Attention Deficit Disorder with Hyperactivity.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Attention Control; *Attention Deficit Disorders; Children; *Hyperactivity; Intervention; Locus of Control; *Males; *Meditation; *Relaxation Training

A total of 24 children, meeting several criteria for being diagnosed as having an attention deficit disorder with hyperactivity, were selected for study. Children were assigned to one of three conditions: a meditation-training group, a progressive-muscle-relaxation group, or a waiting-list control

ED 232 802 RC 014 199

Austin, Martha, Ed.; Lynch, Regina, Ed.
Dual Language = Saad Ahaah Sinil. A Navajo-English Dictionary. Revised Edition.
Rough Rock Demonstration School, AZ. Navajo Curriculum Center.
SPONS. AGENCY- Office of Indian Education (ED), Washington, D.C.
REPORT NO.- ISBN-0-936008-18-0
PUB DATE- 83
AVAILABLE FROM- Navajo Curriculum Center, Rough Rock Demonstration School, Star Route 1, Rough Rock, AZ 86503 ($5.00; 5 or more, 15% discount).
LANGUAGE- English; Navajo
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- American Indians; Animals; Bilingual Instructional Materials; Cultural Background; Diseases; Elementary Secondary Education; *English; Equipment; Family Structure; Food; Human Body; Kinship Terminology; Maps; Municipalities; *Navajo; Numbers; Occupations; Regional Characteristics; Time; *Translation; *Vocabulary
IDENTIFIERS- Insects; Money; Navajo (Nation); Plants (Botany)

A dual-language Navajo-English dictionary provides a chart of the Navajo kinship system, a two-page map of the Navajo Nation, and English equivalents for Navajo words in 46 linguistic and cultural categories. Included are words for: races (Indian and other ethnic groups); Navajo clans; age groups; Navajo ceremonies; body parts; sickness; clothing; grooming; jewelry; different types of hogans/houses and their contents; outdoor surrroundings; tools; kitchen utensils; food; domestic and wild animals; birds; insects; plants; heavenly bodies; minerals; sacred mountains; rivers, creeks and washes; weather; geograhical directions and spatial relationships; time; days, months, and seasons; office and school supplies; numbers; shapes, lines, and textures; colors; games and sports; community places and people; equipment and transportation; weaving; riding gear; towns and cities; adjectives; counting money; and mathematical terms. (MH)

ED 232 816 RC 014 233

Weibel-Orlando, Joan C.
Indians and Aging: You Can Go Home Again.
PUB DATE- 7 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Age Differences; Alcoholism; American Indians; Biographies; Citizen Participation; Community Attitudes; Cultural Background; *Cultural Influences; *Ethnicity; Females; Foster Family; *Life Satisfaction; *Older Adults; Reservation American Indians; Role Models; Role Perception; Social Status; *Urban American Indians; *Urban to Rural Migration
IDENTIFIERS- Pine Ridge Indian Reservation SD; Sioux (Tribe)

"Going home again," a financially secure return to the homeland in old age, is easily accomplished by, and constitutes an economically efficient strategy for, urban American Indian elders if they have maintained their ethnic identity. Emphasis on ethnicity varies with life stage: full immersion in early life, eclipsed ethnicity in middle life, decreased involvement in the public sector and re-intensification of ethnic identity of old age. Alcohol use may also be correlated with age: younger Indians may drink heavily, but by mid-thirties alcohol consumption is reduced, and few Indians over 50 years old drink heavily, as that would be anomalous to culturally viable roles for the elderly, such as shaman, moral leader, or foster parent. For urban Indians, location of significant family members, viable membership in the chosen community, economic pragmatism and availability of health services are explanations for residence choices: remaining in the city or going "back home." A year and a half after returning to the Pine Ridge Sioux Reservation, Mrs. Mabel Walking Eagle (pseudonym), who spent 26 years in Los Angeles, has been through stages of re-entry into local life and has attained two culturally appropriate age-set roles: election to the Chapter House council and foster care of two children. (MH)

ED 232 817 RC 014 234

Boloz, Sigmund A.; Varrati, Richard

syncretizer; as organizer, either efficiency promotor or supporter of popular participation; as administrator of sanctions, either liberator from power structures or adjuster to dominant systems; as evaluator, either quantifier or qualifier. Training of change agents should foster awareness of latent as well as manifest roles. (MH)

ED 232 830 RC 014 247

Gerace, Frank A.; Carkin, Gary
Drama in Development: Its Integration in Non-Formal Education. Occasional Paper #4.
Michigan State Univ., East Lansing. Non-Formal Education Information Center.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- 78
AVAILABLE FROM- NFE Information Center, Michigan State University, 237 Erickson Hall, East Lansing, MI 48824 (while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Attitude Change; Cultural Awareness; Developing Nations; *Drama; Dramatics; Economic Development; *Educational Objectives; Fine Arts; Folk Culture; *Integrated Activities; Mass Media; Mass Media Effects; National Programs; *Nonformal Education; Patriotism; Professional Training; *Social Change

Drama and non-formal education (NFE), with their links to real life, can be effective partners in achieving developmental goals. The freedom in NFE from some of the structural features of formal schooling presents a dynamic opportunity for the arts, with their affective characteristics, to help in achieving affective goals of education and development; education for socioeconomic development, a principal area of NFE, includes attitude change as a principal objective. If dramatic production is to be an effective element in NFE, it must be good theater; it must allow audiences to identify with the characters, situations and dialog of the presentation. To utilize drama for developmental purposes, national planners should collaborate with dramatic artists, educators, and existing governmental agencies in developing training programs and producing material for the mass media, which would stimulate awareness of national problems and motivate action for change which could be supported by formal educational and other services. The results of such an integrated approach to national development could stimulate

staff members are also provided. (JN)

ED 232 844   SE 042 215

Investigations in Mathematics Education. Volume 16, Number 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
AVAILABLE FROM- Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $8.00, $2.25 single copy).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Academic Aptitude; Calculators; Cognitive Development; *Cognitive Processes; Educational Research; Elementary Secondary Education; Geometry; Higher Education; *Mathematics Achievement; *Mathematics Education; *Problem Solving; *Proof (Mathematics); Sex Differences; Spatial Ability; Teacher Education
IDENTIFIERS- *Mathematics Education Research; *Story Problems (Mathematics)

Abstracts of 11 mathematics education research studies are provided. Each abstract is accompanied by the abstractor's analysis of or comments about the study. Studies reported include: "The Importance of Spatial Visualization and Cognitive Development for Geometry Learning in Preservice Elementary Teachers"; "Classroom Ratio of High and Low-Aptitude Students and the Effect on Achievement"; "Replacement and Component Rules in Hierarchically Ordered Mathematics Rule Learning Tasks"; "Intuitive Functional Concepts: A Baseline Study on Intuitions"; "Aspects of Proving: A Clinical Investigation of Process"; "Sex Differences in Teachers' Evaluative Feedback and Students' Expectancies for Success in Mathematics"; "The Position of the Unknown Set and Children's Solution of Verbal Arithmetic Problems"; "Use of Situations in Mathematics Education"; "Strategy Use and Estimation Ability of College Students"; "Story Problem Solving in Elementary School Mathematics: What Differences Do Calculators Make?"; and "Drawn versus Verbal Formats for Mathematical Story Problems." Lists of

ED 232 857 SE 042 631

Novak, Gordon S., Jr.

Goals and Methodology of Research on Solving Physics Problems. TR-158.

Texas Univ., Austin. Dept. of Computer Science.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- Nov 79
GRANT- SED-7912803
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Cognitive Processes; College Science; *Computer Programs; Higher Education; High Schools; *Physics; *Problem Solving; *Research Methodology; *Science Education; Secondary School Science
IDENTIFIERS- Computer Models; National Science Foundation; *Science Education Research

The research project described will identify the component skills (cognitive processes and associated knowledge structures) required for effective problem-solving, and identify the kinds of learning which can improve problem-solving ability. These areas will be investigated by means of a computer program which can solve physics problems stated in English. The program's problem-solving techniques will then be compared with techniques inferred from protocols taken from expert/novice humans solving the same problems. Using a computer program which can solve physics problems has several advantages. First, requiring that the program be able to solve complete physics problems helps to insure that no essential component skills have been left out or assumed to be trivial when they are not. A second benefit is that the program can provide a testbed for different problem-solving strategies. A third benefit is that such a program could form the basis of an intelligent computer-assisted-instruction program which understands all the component skills required to solve problems. Several hypotheses about the nature of problem-solving in physics are discussed and related to the computer program to be developed and to difficulties of humans in learning to solve physics problems. (JN)

additional findings. Therefore, the original report should be checked for other results as well as for limitations affecting the validity of the findings. Several studies in which mathematics education was not the primary focus are also included. Such studies are usually not annotated. (JN)

ED 232 871 SE 042 646

Allen, Rodney F., Ed.
Hardee County Energy Education Lessons 1982-1983. Teacher-Produced Lessons in Energy for VoTEC, Science, English, and Social Studies Classes.
Tri-County Teacher Education Center, Sebring, Fla.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Career Exploration; *Energy; *Energy Conservation; *Energy Occupations; English Curriculum; Learning Activities; *Power Technology; Science Activities; Science Education; Secondary Education; Secondary School Science; Social Studies; *Solar Energy; Teacher Developed Materials; Vocational Education; *Writing (Composition)
IDENTIFIERS- *Energy Education

Energy lessons, activities, and materials for vocational technology, science, English, and social studies classes are presented in this manual. Topic areas addressed in the sections include: (1) introduction to the current energy situation; (2) energy conservation; (3) preparation for energy careers; (4) energy for English classes, focusing on the writing about energy themes and experiences; (5) touring a power generating plant; (6) exploratory vocational lessons in energy; and (7) lessons with "Aunt Energinia." The latter lessons are taught in conjunction with "The Adventures of Aunt Energinia," classroom materials available from the Florida Power Corporation. Objectives, instructional strategies, and student materials (unless otherwise noted) are provided. All lessons presented are consistent with 10 fundamental principles about energy outlined in the introduction to the manual. (JN)

Two Energy Futures: A National Choice for the 80s.
American Petroleum Inst., Washington, D.C.
REPORT NO.- ISBN-0-89364-050-6
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- *Coal; Depleted Resources; *Energy; *Energy Conservation; Environmental Education; *Federal Regulation; *Fuels; *Futures (of Society); Nuclear Energy; Petroleum Industry; Physical Environment; Policy Formation; Technological Advancement
IDENTIFIERS- Alternative Energy Sources; Fossil Fuels; *Government Lands

In 1980, the American Petroleum Institute published the first edition of "Two Energy Futures." It described the U.S. energy experience of the 1970s and prospects for the 1980s, concluding that the nation could drastically reduce its dependence on uncertain sources of imported oil if the right choices were made by individuals and the government. This edition continues to examine the national energy picture: progress made and what remains to be done. Information is presented in 10 chapters. Introductory material, including discussions of energy developments during 1950s to 1980s and policy choices for the 1980s, is presented in the first chapter. Areas addressed in the remaining nine chapters include: oil and natural gas; coal; nuclear energy; synthetic fuels and renewable energy; energy conservation; energy and the environment; government lands (as a source of energy); economic benefits of reducing imports; and individual benefits of energy security. Footnotes for and sources of graphs presented in each chapter and bibliography are included in an appendix. Among the findings reported are those indicating that, despite considerable domestic energy progress and the adequacy of current world oil supplies, the long-term U.S. energy outlook remains unsettled and threatened by complacency. (JN)

ED 232 887 SE 043 380

Energy Conservation: Field Projects. Phase 2: External Evaluation. Document 1: Report.
Stanley Associates, Edmonton (Alberta).
SPONS. AGENCY- Alberta Dept. of Education, Edmonton. Planning and Research Branch.
PUB DATE- Nov 82

Watts, W. David; And Others
Adapting to Applied Sociology: One Department's Response.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Programs; *Curriculum Development; Declining Enrollment; *Educational Needs; Education Work Relationship; Employment Potential; Experiential Learning; Interdisciplinary Approach; Internship Programs; *Masters Programs; Professional Education; Program Descriptions; Program Improvement; Relevance (Education); Research; Research Skills; Skill Development; *Sociology; *Undergraduate Study

There has been a decline in the enrollment in sociology courses and a decline in the number of students choosing to major in sociology. To counteract this decline, departments need to continue to offer a traditional academic sociology curriculum, but also need to offer stronger training in research methods and statistics, interdisciplinary approaches to problem solving, and training and experience in practical settings and interaction. The sociology department at Southwest Texas State University has taken steps to incorporate these applied skills in their program; they have developed a bachelor of science program, a multi-disciplinary, multi-tract master's program in applied sociology, and an internship program. The applied undergraduate sociology program is designed to prepare sociology majors for business and governmental positions by emphasizing applied skills. The Master of Arts in Interdisciplinary Studies (MAIS) offers a modular concept with four tracts of study in the areas of gerontology, industry and social work, social studies, and social control. The Research Institute for Community Enhancement was set up to offer students internships whereby they gain practical experience and provide help and service to community organizations. (LH)

ED 232 902 SO 014 775

Beyer, Barry K., Ed.; Gilstrap, Robert, Ed.
Integrating Writing and Social Studies, K-6.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

ED 232 917 SO 014 800

Reference Sheet on Social Studies Skills.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Cognitive Processes; Elementary Secondary Education; *Instructional Materials; Nonprint Media; Professional Associations; *Resource Materials; Skills; *Social Studies
IDENTIFIERS- PF Project

Teaching social studies skills such as problem solving, reasoning, thinking, and cognitive skills is the topic of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 10 citations from "Resources in Education" (RIE); (2) 11 citations from "Current Index to Journals in Education" (CIJE); (3) 21 commercially available "Student and Teacher Materials" (12 student materials and 9 teacher resources); (4) 3 related professional organizations that may prove helpful in this area; and (5) 3 journals and newsletters. (DC)

ED 232 918 SO 014 801

Reference Sheet on Geography.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
PUB DATE- Jan 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)

ED 232 935 SO 014 818

Phillips, James
Hunger and Population. Facts for Action #7.
Oxfam America, Boston, MA.
PUB DATE- Apr 83
AVAILABLE FROM- Oxfam America, 115 Broadway, Boston, MA 02116 (1-20 copies, $0.50 each; over 20, $0.25 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Change Strategies; Developed Nations; *Developing Nations; Development; Global Approach; High Schools; *Hunger; *Population Distribution; Quality of Life
IDENTIFIERS- PF Project

The relationship between world hunger and world population is explored in this document for high school global education classes. Reasons for the high birth rates in developing nations are suggested, e.g., a poor family has many children because children are an inexpensive work force, provide extra income, and care for parents in old age. The author argues that overpopulation in developing countries and overconsumption in wealthy nations leads to inequitable distribution of the world's resources. He also points to the failure of birth control programs in third world countries and suggests that the benefits of development (e.g., health care and sanitation services, education, and community support groups) could do much to decrease the birth rate. Ideas for action and a brief list of reference materials are included. (KC)

ED 232 936 SO 014 891

Esquith, Stephen L.
Hobbes, Liberalism, and Political Education.
PUB DATE- Mar 83
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Amish; *Attitude Change; *Cultural Awareness; *Cultural Education; Educational Research; Grade 6; Intermediate Grades; Language Arts; *Majority Attitudes; *Religious Cultural Groups

The effects of a grade 6 reading/language arts curriculum designed to help non-Amish students develop an appreciation and understanding of Amish culture were examined. The study took place in a Pennsylvania township near a large Amish settlement. Two classes (one experimental group, one control group) were administered pre- and post-semantic differential scales. Adjective pairs examined evaluative factors (social-unsociable, foolish-wise, etc.) and potency factors (weak-strong, humorous-serious, etc.). Students in the experimental group studied the Amish for 2 hours a day, 4 days a week for a 6-week period. The control group studied a unit on Canada. Because initial semantic differential scores could not be adjusted, the analysis accounts for differences within each of the groups rather than between groups. The experimental group demonstrated a significant attitude change toward the Amish; the change consisted of an increase in posttest scores on the evaluative factor and a decrease on the potency factor (i.e., students who studied the Amish saw them as more gentle, peaceful, and submissive). The control group revealed no significant attitude change on the evaluative factor and a significant change on the potency factory (i.e., they perceived the Amish as less peaceful, gentle, and submissive). (KC)

ED 232 951 SO 014 933

Goldman, Jeri J.
Teaching Psychology and the Behavioral Sciences in Secondary Schools: 1970-1981. Annotated Bibliography.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Affective Objectives; Annotated Bibliographies; *Behavioral Sciences; Cognitive Objectives; *Educational History; Professional Associations; *Psychology; Secondary Education
IDENTIFIERS- *American Psychological Association

Published materials on the teaching of psychology and related behavioral sciences at the secondary level in the United States for

ED 232 965 SP 022 641

Stein, Julian U.
Practical Micro-Computer Uses in Physical Education at George Mason University.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Athletic Coaches; *Athletics; *Curriculum Development; *Educational Technology; Grading; Higher Education; Individualized Instruction; *Microcomputers; *Physical Education; Physical Education Teachers; Teaching Methods
IDENTIFIERS- George Mason University

Both the Apple and TRS-80 microcomputer units are being used in the department of physical education at George Mason University (Virginia). As a first step, a computer program was developed and used in conjunction with an aerobic and personal conditioning class. (The capabilities of this specific program are discussed, and the ways in which it was useful in individualizing programs and activities are pointed out.) In another program used for grading, a number of complex processes were found to assist in more accurate and equitable assessment and grading of students. In a track and field class, a program was designed so that race and practice paces could be obtained based on various individual factors. Plans are being made to extend and expand uses of the TRS-80 to enhance programs, expand opportunities, and improve computer experiences for students. Additional computer and data processing possibilities are being contemplated and explored in the areas of coaching, intramural programs, administration, scheduling, individualizing instruction, and developing knowledge, understanding, and appreciation of general physical education concepts, specific sport rules and strategies, and skill development. (JD)

ED 232 966 SP 022 653

Adrian, Marlene J., Ed.
Abstracts of Research Papers 1983. Presented at the Minneapolis, Minnesota Convention of the American Alliance for Health, Physical Education, Recreation and Dance in the Research Consortium Meetings

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Correctional Institutions; *Leisure Time; *Prisoners;
Professional Personnel; Recreation; Recreational Activities; *Stress
Management; *Stress Variables

Current economic conditions have created additional sources of stress in the correctional setting. Often, recreation professionals employed in these settings also add to inmate stress. One of the major factors limiting stress management in correctional settings is a lack of understanding of the value, importance, and perceived freedom, of leisure. Inmates' perceived freedom of leisure includes their perceptions of: (1) leisure competence; (2) leisure control; (3) satisfaction of leisure needs; (4) depth of leisure involvement; and (5) barriers to leisure involvement. Negative leisure freedom in each of these aspects relates to stress, but all aspects of negative stress can be changed into positive stress. The Continuum of Perceived Leisure Freedom shows that inmates should be moved from: (1) competence in few leisure activities to competence in many; (2) low leisure control to high leisure control; (3) few satisfied leisure needs to many satisfied leisure needs; (4) little depth of leisure involvement to indepth involvement; and (5) a reduction in leisure barriers. Only after the inmate has advanced along the continuum from a negative perception of leisure freedom to a positive perception of leisure freedom can stress be reduced. (JMK)

ED 232 981 SP 022 833

Program of Studies--Health K-12. Montgomery County Public Schools, Rockville, Maryland. Revised Spring 1983.
Montgomery County Public Schools, Rockville, Md.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use
(055)
DESCRIPTIONS- Adolescents; Contraception; Drug Education; Elementary
Secondary Education; *Family Life; *Health Education; Nutrition;
*Physical Development; *Physical Health; Safety; *Social
Responsibility; Values Clarification

Differences; Educational Resources; *Experiential Learning; Foreign Countries; *Foreign Culture; Global Approach; Higher Education; *Resource Centers; Student Participation; *Teacher Education; Teacher Participation
IDENTIFIERS- *Africa; Hands On Experience; *Heritage Center NC

The Heritage Center, located at North Carolina Agricultural and Technical University, is a learning resource center which provides an international dimension in teacher education. Serving North Carolina and southern Virginia, the Heritage Center houses a collection of more than 3,500 art and craft items from more than 30 African nations, New Guinea, and Haiti and is a place where intercultural exchange is promoted. The Center cooperates with and encourages faculty, students, and community groups that have a special interest in Africa to design, develop, produce, and acquire materials and programs related to that area of special interest. Students and teachers learn from being active participants rather than viewers and benefit from a multisensory (hands-on) approach to understanding basic concepts about the diversity and homogeneity of Africa's ethnic groups. The Center also provides permanent and traveling exhibits, conducts inservice workshops for teachers, disseminates instructional materials for use in the social studies curriculum, provides research resources in African history and culture, and provides advisory and reference service. (JMK)

ED 232 997 SP 022 856

Landers, Thomas J.; Martin, David S.
Making the Teaching Profession Accessible to the Handicapped.
PUB DATE- 13 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Classroom Communication; Communication Problems; Deafness; Employment Opportunities; *Hearing Impairments; Higher Education; Individual Needs; Practicums; Preservice Teacher Education; Special Education; *Student Teacher Relationship; *Student Teaching; *Teacher Education Programs; Teaching Experience
IDENTIFIERS- *Disabled Teachers; *Gallaudet College DC

A program has been developed at Gallaudet College (District of Columbia) which provides a B.A. degree and regular teacher certification for hearing impaired or deaf students. The focus is exclusively on "regular" education, and its expressed intent is to contributions to general education and on the overall importance of the goals, aims, and objectives of physical education. In the third group of studies, scientific interpretations of physical education are considered from physiological, psychological, and sociological points of view. The physical education curriculum and the future of physical education in the schools and society are discussed in the final group of writings. Viewpoints of the authors are summarized with some conclusions and recommendations. A brief bibliography of additional literature not annotated is included. (JD)

ED 233 013 SP 022 882

Report to the Utah State Board of Education on the Teacher Education Programs at Southern Utah State College.
Utah State Office of Education, Salt Lake City. Div. of Curriculum and Instruction.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Accreditation (Institutions); Admission Criteria; College Faculty; Curriculum Development; Higher Education; *Institutional Evaluation; Long Range Planning; Preservice Teacher Education; *Program Development; *Schools of Education; *State Standards; Teacher Certification; Teaching Load
IDENTIFIERS- *Southern Utah State College

In March 1983, a group of professional personnel, under the direction and leadership of the Utah State Office of Education conducted an evaluation of the teacher education program at Southern Utah State College. The report of the on-site evaluation team is presented in this document. The report includes program descriptions, commendations, and recommendations on the organization and administration of the teacher education program as well as curriculum principles and patterns, and basic programs. State administrative and procedural standards are discussed in the preface to the report. (JD)

ED 233 014 SP 022 885

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Critical Reading; Educational Anthropology; Educational Cooperation; *Educational Research; Elementary Secondary Education; *Ethnography; Interaction; Research Methodology; Teacher Administrator Relationship; *Teacher Education
IDENTIFIERS- *Participant Observation

Articles that are concerned with ethnographic studies of schooling and learning in order to discuss the contribution of ethnographic inquiry to teacher education are reviewed. The first section of the paper divides the literature on the ethnography of schooling and learning into three types: (1) articles that address theoretical and methodological concerns related to doing ethnography in educational settings; (2) studies of interactions among participants in educational settings; and (3) studies about the relationship and collaboration between researchers and educational practitioners. The second section of the paper contains reflections on the contributions this literature can make to the training of teachers in two specific areas: (1) development of skills in critical analysis that will allow teachers to interpret, critique, and digest what others are saying and writing; and (2) development of observation skills that will allow teachers to find out for themselves what is happening in their own classrooms. Ethnographic descriptions of life in classrooms, with their detailed accounts of the lives, actions, thought, and perception of persons involved in educational settings, can be used as case materials to help teachers and potential teachers think in more differentiated ways about what happens in educational settings. (LC)

ED 233 029 TM 830 367

Johnston, J. Howard
Ethnography and Education: An Outsider's View of Ethnography and Educational Evaluation.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Credibility; Elementary Secondary Education; *Ethnography; Evaluation Methods; *Program Evaluation; *Reliability; Research Methodology; *Validity
IDENTIFIERS- Observer Effect; Quantitative Research

This paper compares the decision-making strategies which have been incorporated in the Teacher Performance Assessment Instruments in Georgia and the Assessments of Performance in Teaching developed for use in South Carolina. Although both instruments are designed for use with beginning teachers, the decision-making structure of these two instruments is quite different. To a great extent these differences reflect practical concerns in the way that the assessment process is administered in the two states. Yet, the differences also reflect different assumptions about the possible uses of the assessment data for staff development. The writer highlights the rationale for the decision-making procedures in view of the purpose and practicalities of the two situations. (Author)

ED 233 044 TM 830 462

Smith, Steven Lynn, Ed.; Rundall, Dick, Ed.
Early Childhood Assessment: Recommended Practices and Selected Instruments.
Illinois State Board of Education, Springfield. Div. of Specialized Education Services.
SPONS. AGENCY- Office of Special Education (ED), Washington, D.C.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- *Diagnostic Tests; *Disabilities; *Early Childhood Education; Evaluation Methods; *Handicap Identification; *Measures (Individuals); Parent Child Relationship; Parent Participation; Special Education; *Young Children

This manual, developed from an Early Childhood Institute on the Assessment of Young Children conducted in 1981, acquaints education and counseling professionals with a variety of assessment instruments for young handicapped children and assists them in understanding how to adapt instruments to a child's unique disability. Information to facilitate the active involvement of the parents in assessment, and guidance for written presentation of assessment data are provided. The first section focuses on the assessment process, providing specific indicators of potential problems in young children, parental involvement and parent interview guidelines, and a format for writing evaluation reports. Section Two is an annotated listing of 74 selected assessment instruments from the fields of psychology, early childhood and special education, speech and language pathology, and occupational

This paper presents three different ways of computing the internal consistency coefficient alpha for a same set of data. The main objective of the paper is the illustration of a method for maximizing coefficient alpha. The maximization of alpha can be achieved with the aid of a principal component analysis. The relation between alpha max. and the first eigenvalue of a principal component analysis is presented. Alpha reaches its optimum value for a given set of items when each standardized item is weighted by its respective saturation coefficient under the first principal component. An example shows how one can calculate alpha, alpha standardized and alpha max. Though statistical weighting of the items offers the possibility of increasing the internal consistency of a scale, the different importances given to each item should not be too far from a rational weighting based the nature of the items or other theoretical considerations. (Author)

ED 233 060 TM 830 508

Colligan, Robert C.; And Others
The MMPI: A Contemporary Normative Study.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Age; Comparative Testing; Data Collection; Educational Attainment; Interviews; *Personality Assessment; *Personality Measures; *Profiles; *Sampling; Sex; Test Interpretation; *Test Norms
IDENTIFIERS- *Minnesota Multiphasic Personality Inventory

The original normative base for the Minnesota Multiphasic Personality Inventory (MMPI) was established in the late 1930's and early 1940's. While there was a refining of this original sample in 1957, no contemporary standards for normal people have been published. To develop new norms a random sample of 1,919 households in and near Rochester, Minnesota, was contacted. Telephone interviewers obtained demographic information and determined whether there were physically or mentally handicapping conditions among potential subjects. MMPI's were returned from 667 males and 800 females (an 86 percent response rate). This contemporary sample was somewhat older (mean age = 45, F; 43, M) and better educated (mean = 13 years, M, F) than the original sample. Responses from this sample yielded MMPI profiles significantly elevated in comparison with the original norms, with men showing greater increases than women. Many scales also demonstrated age-related changes. The results are of

Reports - Research/Technical (143)
DESCRIPTIONS- *Achievement Tests; College Freshmen; High Schools; Language Tests; *Longitudinal Studies; Quantitative Tests; *Scores; *Sex Differences; Standardized Tests; Testing Programs
IDENTIFIERS- *Iowa Testing Programs; Iowa Tests of Basic Skills; Iowa Tests of Educational Development

The records of graduates of Iowa high schools who entered the University of Iowa as freshmen in the fall of 1977 were secured in cooperation with the Iowa Testing Program. Test scores for grades 4, 6, and 8 on the Iowa Tests of Basic Skills and for grade 11 on the Iowa Tests of Educational Development were obtained for all students whose scores could be located in the records of the Iowa Testing Program. The data were grouped into five test areas: vocabulary, reading, language or expression, work-study or sources of information, and mathematics. The performance of males and females in these five areas was compared across grades. In this group of students who later entered college, girls consistently outscored boys in language or expression across the grades examined, but the boys' mean score was significantly higher than the girls' mean in mathematics at grade 11. The girls' mean score in mathematics was higher initially, but by sixth grade boys scored higher in mathematics on the average and continued to score higher than girls in grades 8 and 11. In the other three areas boys and girls scored similarly. (Author)

ED 233 078 TM 830 536

Howey, Kenneth R.
Teacher's Role/Responsibilities and Teacher Competence Testing: Future Possibilities.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Academic Aptitude; Comparative Education; Competency Based Teacher Education; Educational Trends; Elementary Education; *Elementary School Teachers; *Role Perception; *Teacher Effectiveness; Teacher Evaluation; *Teacher Role; *Teaching (Occupation)
IDENTIFIERS- *Teacher Competencies

This paper examines how teacher competence is related to the role-expectations set forth for teachers--specifically elementary

ED 233 092 UD 022 860

Mathematics. Elementary and Middle School Curriculum Objectives.
Boston Public Schools, Mass.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- Curriculum Development; *Educational Objectives; Elementary Education; *Mathematics Curriculum; *Mathematics Instruction; Middle Schools
IDENTIFIERS- Boston Public Schools MA; Massachusetts Basic Skills

This document contains a set of curriculum objectives in mathematics for elementary and middle school students in Boston, Massachusetts. The objectives, which include all the Massachusetts Basic Skills, were based on a wide variety of curricula, textbooks, and academic literature, and were reviewed by several teachers, administrators, and parents in Boston. The specific objectives are presented by level (kindergarten to level eight) under seven headings: (1) numbers and numeration; (2) computation; (3) fractions; (4) decimals and percent; (5) measurement; (6) geometry; and (7) estimating, graphs, etc. The report has been designed to allow one to trace objectives that relate to a specific skill, through successive levels of increasing difficulty. Checklists for monitoring student progress at each level are included. (MJL)

ED 233 093 UD 022 887

Reynolds, William Bradford
Remarks before the National Civil Rights Committee of the Anti-Defamation League of B'nai B'rith (Washington, DC, June 9, 1983).
Department of Justice, Washington, D.C. Civil Rights Div.
PUB DATE- 9 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

ED 233 107 UD 023 012

Miller, Samuel O., Ed.; And Others

Primary Prevention Approaches to the Development of Mental Health Services for Ethnic Minorities: A Challenge to Social Work Education and Practice.

Council on Social Work Education, New York, N.Y.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.

PUB DATE- 82

GRANT- MH-15447

AVAILABLE FROM- Council on Social Work Education, 111 Eighth Avenue, Suite 501, New York, NY 10011 ($6.95 plus $0.70 shipping and handling).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- Child Welfare; Cultural Influences; *Curriculum Development; Ethnic Groups; Higher Education; *Mental Health; Mental Health Programs; *Minority Groups; Older Adults; *Prevention; Professional Education; Psychiatric Services; Psychological Services; Social Influences; *Social Services; Social Support Groups; *Social Work; Stress Variables; Work Environment

This monograph contains articles on mental health needs, experiences, and preventive social work programs in ethnic minority communities. An overview by Gwenelle Styles O'Neal reviews factors that influence the mental health of ethnic minorities and explores family and community support networks for alleviating stress. Susan Bellinger examines mental health programs and preventive activities in the workplace and discusses efforts to evaluate these programs. June Brown considers whether primary prevention, which relies on examination of social conditions and environmental intervention, can improve the design of family and child social services. Samuel O. Miller and Rita Cates discuss distinctions and linkages between physical and mental health prevention approaches, consider prevention specifically for ethnic minorities, and discuss potentials for developing and implementing preventive programs. James Leigh examines preventive programs in the educational setting, and stresses the need for social work educators, practitioners, and students to be aware of how race and racism affect mental health. David Maldonado explores prevention among the minority elderly, focusing on the special needs of this group. Finally, Samuel O. Miller stresses the need to develop social work education curricula on preventive mental health in conjunction with existing social services, and examines social work curriculum development models for

ED 233 122 UD 023 051

Evaluation of the Computer Assisted Instruction Title I Project, 1980-81.

Metrics Associates, Inc., Chelmsford, MA.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; Comparative Analysis; *Computer Assisted Instruction; Elementary Secondary Education; Mathematics Achievement; *Mathematics Instruction; *Program Effectiveness; Program Evaluation; Reading Achievement; *Reading Instruction
IDENTIFIERS- *Elementary Secondary Education Act Title I; Massachusetts

For the third year, six Massachusetts communities incorporated computer assisted instruction (CAI) into their regular Title I programs, for students in grades 1 through 9. It was hoped that CAI would produce reading and mathematics gains over and above those which are characteristic of more conventional Title I instructional approaches. A pretest, posttest quasi-experimental research design was employed to determine the program's effectiveness. Title I students were assigned to treatment (CAI) and control (or comparison) groups. All participating students received 30 minutes per day of Title I instruction in reading and/or mathematics; students in the CAI group spent 10 of those 30 minutes interacting with the computer system. Data were analyzed across and within grade levels. Students in the CAI groups were found to demonstrate significantly superior performance to non-CAI students in reading, and superior (but not statistically significant) performance in mathematics. The uniform results obtained were attributed to the high degree of design compliance in the past year, as compared to previous years of the program's operation. (GC)

DESCRIPTIONS- *Child Development; *Child Rearing; *Cultural Context; Opinions; Political Issues; *Social Change; Theories
IDENTIFIERS- *Parenting

Read on the occasion of the establishment of the Joseph Church collection in psychology and education at the New York Public Library, this anecdotal and allusive paper informally discusses cultural changes affecting Americans' views and practices in the areas of parenting and child development. Reference is made to the present political context. Radical changes occuring since 1943, such as the reconceptualization of parent roles, are seen as surface changes reflecting a more radical shift in the framework of cultural assumptions within which Americans live and act. Psychology is thought to have provided only two important contributions in the area of child rearing: the concepts of deprivation and modeling. Parents are seen as exerting a far stronger effect on their children's development than any amount or kind of schooling, and the belief is expressed that parents are coming to understand that children thrive on demands that cultivate children's sense of competence and responsibility. Claims are made that psychological theories, including those of Freud and Piaget, can obscure the true nature of childhood and that little is known of what children are like as people. In conclusion, allusions are made to present day Social Darwinists and their anti-cultural, regressive attitudes toward children and the potential that can be realized through the creation of a life-enhancing culture. (RH)

ED 232 773 PS 013 760

Meier, John H.
Definition and Dynamics of Child Abuse: A Multifactorial Model. Monograph Series No. 3:4/83
Childhelp U.S.A./International, Beaumont, CA.
PUB DATE- Apr 83
AVAILABLE FROM- Childhelp U.S.A./International, 14700 Manzanita Park Road, P.O. Box 247, Beaumont, CA 92223 (Free of Charge).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Child Abuse; *Child Role; Clinical Diagnosis; Definitions; *Ecological Factors; Family Characteristics; Identification; *Individual Characteristics; Intervention; *Models; *Parent Role; Prevention

In this document, a multifactorial model of child abuse dynamics is group. Subjects in the training groups were seen on an individual basis for 20 minutes twice weekly for a period of 4 weeks. Meditating subjects sat with eyes closed, breathed slowly and deeply, and repeated the Sanskrit word "ahnam" ("nameless") first out loud and then silently for periods gradually increasing in duration from 2 to 8 minutes. Relaxing subjects tensed and relaxed hands, forearms, biceps, triceps, shoulders, stomach, thighs, and calves in periods increasing from 2 to 8 minutes. Results indicated that both the meditation-training and relaxation-training groups showed significant decreases in levels of impulsivity. No change in impulsivity was found in the control group. In the measures of selective deployment of attention and freedom from distractibility, only meditation training resulted in significant improvement. Parent rating scales reflected a significant improvement in the behavior of children in both the meditation-training and relaxation-training groups. The Locus of Control Scale failed to show significant changes over the course of the study for any of the groups. (Author/RH)

ED 232 788 PS 013 797

MacPhee, David
The Nature of Parents' Experiences with and Knowledge about Infant Development.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Child Development; Child Rearing; *Cognitive Ability; *Comprehension; Infants; *Information Sources; *Parent Attitudes; Parents
IDENTIFIERS- *Knowledge; *Parenting

One distal, cognitive component of parenting is knowledge of infant development. This multifaceted construct includes knowledge of developmental norms, parental skills, and abstract principles of development. Generally, it has been assumed that knowledge of development affects childrearing practices; this assumption is documented in various bodies of literature and is evident in parent-education programs. Acquisition of parental knowledge may occur through exposure to sociocultural sources of information (such as the advice of experts, family, and friends) or through direct observation of infants and children. Research conducted with 256

ED 232 803 RC 014 202

Colyer, Dale; And Others
Characteristics of Rural Residents in West Virginia. Results of a 1981 Survey in Nine Counties. Bulletin 683.
West Virginia Univ., Morgantown. Agricultural and Forestry Experiment Station.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Age; *Community Characteristics; Comparative Analysis; Educational Attainment; Employment Opportunities; Family (Sociological Unit); Income; *Individual Characteristics; *Migration Patterns; Mining; Participant Satisfaction; Population Trends; Problems; Quality of Life; Rural Education; *Rural Nonfarm Residents; *Socioeconomic Influences; Tables (Data); *Urban to Rural Migration
IDENTIFIERS- *West Virginia

As a result of trends toward increasing instead of decreasing population growth in rural areas (as confirmed by the 1980 Census of Population), a sample of 2,752 rural residents from 967 households in 9 West Virginia counties were surveyed in 1981 to gain information that might be useful in public policy, education, and related programs. The sample was a relatively heterogenous group, representing a broad cross section with respect to socioeconomic characteristics (housewives, students, and retired persons accounted for a relatively large proportion of household members). Although low household incomes were reported fairly frequently, intermediate income levels were more typical, and a substantial number were relatively high. Educational levels among adults varied considerably. Income, education, and household composition were important socioeconomic factors that were related to other characteristics or attitudes of the persons interviewed. Several characteristics tended to vary with location (communities, residences, and individuals); however, a central coal mining county was similar to the southern coal mining counties. The majority of in-migration seemed to be from out-of-state and has become more common during the last 10 years, with more during the last 5 years. (AH)

ED 232 804 RC 014 213

Apologize or Analyze: Measuring Academic Achievement in the Reservation School.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Academic Achievement; Administrator Role; *American Indian Education; *Attendance; Elementary Schools; Elementary Secondary Education; *Enrollment; Program Evaluation; *Reservation American Indians; Secondary Schools; *Socioeconomic Status; Standardized Tests; Students
IDENTIFIERS- *Arizona (Ganado)

Three variables--student attendance, stability of enrollment, and socioeconomic status--can affect reservation students' performance on standardized tests as significantly as the quality of instruction. To test the impact of the three variables on academic achievement, the Ganado (Arizona) Unified School District No. 20 analyzed available information on six academic subtests for a representative sample of its reservation student population in grades 3, 6, 8, and 12. Socioeconomic status was the most consistent variable, showing a strong relation to academic achievement in all test areas for all grades except 12. Attendance had a significant effect on language and reading scores of students in grades 6, 8, and 12. Attendance was also a significant variable for students of low socioeconomic status, as was stability of enrollment. In general, students with stable enrollment in grades 6, 8, and 12 outperformed transient students in language areas. Overall, students with the best scores were those with the best attendance records who had been enrolled consistently in the district. Evaluators felt that these results proved the quality of the district's program. Variables such as one-parent homes, negative parental attitudes, and school expectations can also affect attendance and performance, and should be investigated. (SB)

ED 232 818 RC 014 235

Bradshaw, Ted K.; Blakely, Edward J.
Policy Options for Rural America: An Overview of Research Findings and Policy Directions.
PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

the work of artists and relate their work to the development process, ignite and unite the national spirit for purposes of development, and support the goals of formal educators through use of a non-formal educational strategy. (MH)

ED 232 831 RC 014 249

McLaughlin, John E.
Directionals in Comanche.
PUB DATE- 6 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *American Indian History; *American Indian Languages; *Diachronic Linguistics; *Language Research; Linguistics; Structural Analysis (Linguistics); *Suffixes; Tribes
IDENTIFIERS- *Comanche (Language); *Shoshoni Southern Paiute (Language)

After the Comanche Indians split from the Shoshoni-Comanche in the early eighteenth century, the Comanche language underwent several subtle changes in the use and position of directional suffixes. The use of two directional suffixes (-kin, meaning "motion toward" and -kwan, meaning "motion away") illustrates these changes. In Comanche, when the action of the verb follows the motion, the initial consonant of the suffixes is generally spirantized. However, when the motion and action are coterminous, the initial consonant of the suffixes is generally either an underlying geminate or a (pre)aspirate, depending on the Pre-Proto-Central Numic stress on the final vowel of the verb root. The source of the geminated/aspirated initial consonant is the durative aspect of the verb root. In contrast, the Shoshoni language has virtually lost the distinction between the geminated/aspirated and the spirantized initial consonant of directional suffixes, and the Southern Paiute language is in the process of losing the distinction. (SB)

ED 232 832 RC 014 250

mathematics education research studies reported in CIJE and RIE from October through December 1982 are also provided. (JN)

ED 232 845 SE 042 217

Academic Employment of Scientists and Engineers Continued to Grow in 1982, but Slower Than in Other Economic Sectors. Science Resources Studies Highlights.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

REPORT NO.- NSF-83-317
PUB DATE- 29 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- Computer Science; *Employment; Employment Level; *Employment Patterns; Engineering; *Engineers; *Females; Full Time Faculty; Higher Education; Labor Force; Mathematics; Occupational Surveys; Part Time Faculty; Sciences; *Scientists; Universities
IDENTIFIERS- National Science Foundation

Findings from the National Science Foundation's Survey of Scientific and Engineering Personnel Employed at Universities and Colleges, January 1982 are highlighted and discussed in this brief report. The survey was mailed to approximately 2,200 universities and colleges offering programs in the sciences and/or engineering. Areas discussed include employment status, academic versus national science/engineering (S/E) employment trends, women in academic S/E, research activities, and the leading institutions employing the largest number of scientists and engineers. Among the findings reported are those indicating: that S/E employment in the higher education sector continued to climb in 1982 to approximately 348,800; that the growth in academic employment of professionals cut across most major S/E fields, with the sharpest rise occurring in mathematical/computer sciences; that gains in S/E employment differed markedly according to type of institution; that academic employment of women scientists/engineers continued to rise at a faster pace (9 percent) than the growth rate for men (3 percent); and that the number of scientists and engineers engaged in separately budgeted research and development activities, as measured in full-time-equivalent terms, totaled approximately 60,000 in 1982, for an average annual increase of 2 percent since 1975. (JN)

ED 232 858 SE 042 632

Novak, Gordon S., Jr.; Araya, Agustin A.
Physics Problem Solving Using Multiple Views. TR-173.
Texas Univ., Austin. Dept. of Computer Science.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- Mar 81
GRANT- SED-7912803
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Cognitive Processes; *College Science; Computer Programs; *Deduction; Higher Education; High Schools; Mathematical Models; Mechanics (Physics); *Physics; *Problem Solving; Science Education; *Secondary School Science
IDENTIFIERS- National Science Foundation; Science Education Research

The primary task in solving a physics problem is to select ways of viewing the problem in terms of physical systems whose behavior is described by physical laws. The physical systems are, in general, only approximate models of the real-world systems. As models of real-world systems are made more accurate, the equations involved quickly become unmanageable; furthermore, certain special cases of physics problems which frequently occur can be solved using greatly simplified equations. Success in solving physics problems therefore depends crucially on selection of physical systems which satisfactorily model the real-world systems and which possess tractable mathematical models. Selection of the physical systems used as models is generally based on qualitative features (including ranges of numerical magnitudes) of the real-world systems. Many problems are best solved by considering the same real-world system from multiple viewpoints and relating the viewpoints to each other, often by identification of their components. (Author)

ED 232 859 SE 042 633

Novak, Gordon S., Jr.
Model Formulation for Physics Problem Solving. Draft.
Stanford Univ., Calif. Dept. of Computer Science.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.;

ED 232 872 SE 042 647

Hirsch, Lewis R.; King, Barbara
The Relative Effectiveness of Writing Assignments in an Elementary Algebra Course for College Students.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Algebra; *College Mathematics; Conventional Instruction; Educational Research; Higher Education; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction; *Writing (Composition)
IDENTIFIERS- Mathematics Education Research

This study ascertained the relative effectiveness of writing assignments in mathematics compared to traditional assignments on the performance of students (N=83) in an elementary, college algebra course. Students were placed into experimental and control groups based on the nature of assignments given. Control subjects were given 15 assignments covering mathematics problems while experimental subjects were given 15 assignments requiring written responses to conceptual questions. To control for teacher effects, assignments were marked by an independent grader, teachers were not informed as to which group individual students were assigned, and teachers were instructed not to answer questions regarding the writing portion of the assignments until after all reword assignments were returned. Of the students completing a pre-established proportion of assignments, no significant differences were found between groups on either pre- or post-performance measures. Significant moderate correlations between the number of assignments completed and performance were found for both groups. It was concluded that writing assignments employed without teacher engagement were not more effective than traditional mathematics assignments. (Author/JN)

ED 232 873 SE 042 648

Calculate and Estimate. A Report on the Background and Conduct of a Course Held at the Administrative College of Papua New Guinea, March

LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Administrator Attitudes; Conservation Education; Curriculum Evaluation; Elementary School Curriculum; Elementary Secondary Education; Energy; *Energy Conservation; Field Studies; Foreign Countries; *Fuel Consumption; Guidelines; Motivation; Policy; *Program Evaluation; *School Buildings; Secondary School Curriculum; Workshops
IDENTIFIERS- *Alberta; *Custodian Attitudes; Retrofitting

Objectives of Phase 2: Energy Conservation Field Projects were to: test the generalizability of the energy conservation measures outlined in "Guidelines for Conserving Energy in Alberta Schools" and augment these guidelines as required; develop standards of energy consumption for Alberta schools by school type and size, and on the basis of climate; and provide lighthouse projects readily accessible by personnel from surrounding jurisdictions. Activities involved in the evaluation of this phase included a literature review followed by interviews with school board administrators, principals, teachers, and custodians (N= approximately 150), attitude workshop, and meetings with the Energy Steering Committee. Results are reported and discussed as they relate to the: technical retrofitting component; motivation component; elementary/secondary curriculum components; energy consultants' perceptions/attitudes workshop; administrators' and school officials' perceptions/attitudes; school custodians' perceptions/attitudes; and building quality restoration program. Results indicate that project goals were realistic and were attained. In addition, it is noted that the "Guidelines for Conserving Energy in Alberta Schools" was little used by energy consultants (on the grounds that it was too elementary for their purposes), although many concepts contained therein were utilized. The Guidelines content, however, appears sound, based on responses of knowledgeable individuals who reviewed the document. (JN)

ED 232 888 SE 043 381

Energy Conservation Field Projects. Phase 2: External Evaluation. Document II: Appendices.
Stanley Associates, Edmonton (Alberta).
SPONS. AGENCY- Alberta Dept. of Education, Edmonton. Planning and Research Branch.
PUB DATE- Oct 82

PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Basic Skills; Curriculum Design; Elementary Education; Instructional Improvement; *Integrated Activities; Integrated Curriculum; *Interdisciplinary Approach; Prewriting; *Social Studies; Writing (Composition); Writing Instruction; *Writing Skills
IDENTIFIERS- PF Project

In response to recent statistics indicating a 20 percent decline in the ability of the average 17-year-old to analyze, interpret, and express views about written prose, the National Assessment of Educational Progress (NAEP) recommends a number of changes in the elementary school social studies curriculum to provide more opportunities for students to practice writing and analytical skills. Writing can be optimized as a learning tool to sharpen social studies information and concepts; to develop thinking skills such as inference making, classification, and analysis; and to further the development and refinement of writing techniques. Research provides insight into the writing process and suggests that teachers develop appropriate activities to assist students during the prewriting, composing, and rewriting stages of the writing process. An example of a facilitative prewriting activity in social studies would be the gathering of information from older citizens through personal interviews, which can be used as a catalyst for future composing activities. Careful integration of writing and social studies can best maximize the already limited time available for social studies instruction. In order to successfully integrate instruction in writing and social studies in the elementary classroom, effective writing instruction must be part of a coherent, systematic, developmental program of studies in which attention is paid to substance as well as technique. The document lists 11 resources, available through the ERIC system, from which additional information can be obtained. (LH)

ED 232 903 SO 014 776

Canipe, Stephen L.
South America Map Study.
PUB DATE- 83
AVAILABLE FROM- The program listing for the binary files which are

DESCRIPTIONS- Annotated Bibliographies; Educational Games; Elementary Secondary Education; *Geography Instruction; *Instructional Materials; Nonprint Media; Professional Associations; *Resource Materials; Simulation; Textbooks
IDENTIFIERS- PF Project

Teaching geography is the topic of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 9 citations from "Resources in Education" (RIE); (2) 10 citations from "Current Index to Journals in Education" (CIJE); (3) 37 commercially available "Student and Teacher Materials" (12 textbooks, 5 supplementary print materials, 10 multimedia materials, 4 games and simulations, and 6 teacher resources); (4) 4 related professional organizations that may prove helpful in this area; and (5) 2 journals and newsletters. (DC)

ED 232 919 SO 014 802

Reference Sheet on Future Studies.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Educational Games; Elementary Secondary Education; *Futures (of Society); *Instructional Materials; Nonprint Media; Professional Associations; *Resource Materials; Simulation; Textbooks
IDENTIFIERS- PF Project

Teaching about the future is the topic of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 14 citations from "Resources in Education" (RIE); (2) 12 citations from "Current Index to Journals in Education" (CIJE); (3) 29 commercially available "Student and Teacher Materials" (11 print materials, 8 multimedia materials, 3 games and simulations, and 7 teacher resources); (4) 3 related professional organizations that may prove helpful in this area; and (5) 3 journals and newsletters. (DC)

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Intellectual History; Philosophy; *Political Science; *Social Theories
IDENTIFIERS- *Hobbes (Thomas); *Liberalism; Political Theories

The connection between liberal political philosophy and political education is discussed with particular emphasis on the philosophy of Thomas Hobbes. The purpose of the essay is to explain how liberal citizens become committed to a distinctively liberal conception of the common good. Part 1 discusses Hobbes' theory that rationally determining individuals' duties to society is analogous to the adding and subtracting of numbers. Quotations from "Leviathan" and critics' responses to that work are included. Part 2 traces political education and political theory according to the philosophies of Plato, Aristotle, Hegel, and Marx. This part sketches the general sense in which political education strives for the development of human character by creating an orientation toward the common good. Part 3 discusses political education and liberal political philosophy specifically. Liberal citizens are characterized as being bound together by a shared conception of society as an economic race in which potential winners and losers vie for a share of wealth under fair procedural rules. The works of John Locke and John Stuart Mill are analyzed. Part 4 examines the problem of individual character in a liberal political society with an emphasis on Hobbes' "masterless men" and "vain-glorious men." Part 5 returns to Hobbes and political education with a discussion of the theories in "Leviathan." Topics include men's "wild" and "tame" passions and the duty of political science to create good dispositions. (KC)

ED 232 937 SO 014 899

Parpia, Banoo; And Others
Socioeconomic Status and Infant Mortality in Texas, 1970-80.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Demography; Ecological Factors; *Infant Mortality; Neonates; Research Problems; Social Science Research; *Socioeconomic Influences; *Socioeconomic Status

the period from 1970 to 1981 are listed and described. Reference sources which were searched included: Psychological Abstracts, Education Index, Dissertation Abstracts International, Current Index to Journals in Education, and Resources in Education. Cited are guidelines, curricula modules, conference reports, newsletters, annotated bibliographies, position papers, educational research, curriculum guides, textbooks, course descriptions, and essays. The literature demonstrates that the period covered was a particularly decisive one in the long history of high school psychology, as it witnessed a resolution of the conflict over cognitive vs. affective curriculum concerns and marked the commitment of professional psychology to precollege psychology. During this time the American Psychological Association created its Clearinghouse on Precollege Psychology. Contributions by the Clearinghouse, including a description of its publications, are highlighted in the introduction. (RM)

ED 232 952 SO 014 934

Crismore, Avon
Students' and Teachers' Perceptions and Use of Sixth Grade Social Studies Textbooks in Champaign Middle Schools.
PUB DATE- Dec 81
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Administrator Attitudes; Attitude Measures; Case Studies; Educational Research; Grade 6; Intermediate Grades; Middle Schools; *Parent Attitudes; *Social Studies; *Student Attitudes; Tables (Data); *Teacher Attitudes; *Textbook Evaluation
IDENTIFIERS- Illinois (Champaign)

The attitudes of grade 6 middle school students and teachers toward their social studies textbook, "American Neighbors," (Macmillan, 1980) were measured through conversations, interviews, classroom observations, questionnaires, attitude measures, student letters to textbook authors, and a metaphor task. The case study, which took place between November 18 and December 18, 1981, in a Champaign (Illinois) school, also examined viewpoints of: students and teachers on different levels and at different schools, administrators, learning coordinators, other staff, and parents. The document is presented in 4 parts. Part I describes the schools and teachers and the history of social studies textbooks in the Champaign schools. Part II compares criteria devised by

(April 7-11, 1983).
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA.
REPORT NO.- ISBN-0-88314-237-6
PUB DATE- 83
AVAILABLE FROM- AAHPERD Publications Sales, Box 704, Waldorf, MD 20601 ($5.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070) Collected Works - Proceedings (021)
DESCRIPTIONS- Abstracts; Adapted Physical Education; Curriculum Design; Disabilities; *Exercise Physiology; *Health Education; Higher Education; Leisure Time; *Physical Education; Physical Fitness; Psychomotor Skills; Recreation; *Research Reports; Sociology; *Sport Psychology

This volume contains all research consortium abstracts which were accepted for presentation at the Minneapolis, Minnesota Convention of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), April 7-11, 1983. Abstracts represent "state of the art" research encompassing the entire spectrum of AAHPERD disciplines. Abstracts are grouped according to topics (pedagogy, physiology, health, biomechanics and skill acquisition, health, handicapped, motor development, curriculum, history, physiology, measurement and evaluation, sociology, and psychology). Also included are abstracts of poster sessions, which were multidisciplinary in nature and provided greater opportunity for the researcher to share ideas and results. (JD)

ED 232 967 SP 022 654

DePutte, Toni Van, Ed.; And Others
Tips on Training.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Association for Girls and Women in Sport.
REPORT NO.- ISBN-0-88314-231-7
PUB DATE- 83
AVAILABLE FROM- AAHPERD Publications Sales, Box 704, Waldorf, MD 20601 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

This monograph presents descriptive information on the health education program for elementary and secondary schools in Montgomery County, Maryland. It is prefaced by a statement of educational goals adapted for the public schools by the Board of Education. An overview of the program of studies from kindergarten through the twelfth grade provides information on the point of view represented by the program, and general information on the program and its relationship to other educational programs in the schools. Instructional objectives are listed by grade level for each segment. (JD)

ED 232 982 SP 022 834

Interagency Meeting on Health Promotion through the Schools (Washington, D.C., March 24-25, 1983). Summary Report.
Department of Education, Washington, DC.; Department of Health and Human Services, Washington, D.C.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Agency Cooperation; Cooperative Planning; Educational Cooperation; Elementary Secondary Education; *Federal Government; *Health Education; *Health Programs; *Information Dissemination; Problem Solving; Program Development; *Public Agencies; Shared Services

Participants in this conference represented Federal offices and agencies involved in health promotion and education efforts in public schools. The goals of the conference were to share information, to encourage effective use of existing Federal activity, to prevent duplication of effort, and to increase cooperative planning. Detailed information about their current involvement in school health promotion and education programs was submitted by participating agencies. This report summarizes the viewpoints and issues which emerged during discussions and roundtable presentations. Transcripts are included of major presentations to the conference by: (1) Margaret Heckler, Secretary of the Department of Health and Human Services; (2) Terrell H. Bell, Secretary of the Department of Education; (3) Wendy Borcherdt, Acting Deputy Undersecretary for Intergovernmental and Interagency Affairs, Department of Education; (4) James Mason, Director, Utah Department of Health; and (5) Murl Anderson, Superintendent, prepare hearing impaired preservice teachers for full certification in regular education by requiring them to student teach hearing children. The program is similar to other preservice training programs, including course work in educational foundations and specific curriculum areas methods, and a supervised student teaching practicum with only hearing children. An outline of the components of the practicum emphasizes the importance of holding continual and regular conferences between the student, cooperating teacher, parents, and school administration to assure feedback on the specific problems and successes in the communication process between student teacher and the children. A detailed description is presented of types of communication difficulties and how they can be overcome; and generalized issues for all handicapping conditions are discussed. (JD)

ED 232 998 SP 022 857

Kamidera, Hisao
New Idea and Problems of In-Service Training Program at Hyogo University of Teacher Education--As a Case Study on Teacher Education in Japan.
PUB DATE- 12 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Curriculum Design; Foreign Countries; Higher Education; Inservice Teacher Education; Interdisciplinary Approach; *Masters Programs; *Schools of Education; *Teacher Education Curriculum
IDENTIFIERS- *Hyogo University of Teacher Education (Japan)

At Hyogo University of Teacher Education (Japan), faculty emphasize that inservice training should be regarded as a part of the teacher's life-long progress. The aims of the graduate school are to: (1) provide specified knowledge; (2) cultivate the ability to do research in specific areas; and (3) develop advanced skills necessary to perform in an advanced-degree profession. About two-thirds of the students admitted are active elementary and secondary school teachers who have taught over 3 years. They can take a 2-year sabbatical leave for the master's program. The university program has two experimental aspects. One aspect lies in the design of majors and courses. Much consideration has been given to the way in which courses are offered, and all courses are

Dickson, George E.
The Competency Assessment of Teachers Using High and Low Inference Measurement Procedures--a Review of Past Research and Promising Present Practices.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTIONS- Classroom Environment; *Classroom Observation Techniques; *Competency Based Teacher Education; Higher Education; Preservice Teacher Education; Student Teachers; Teacher Attitudes; *Teacher Behavior; Teacher Characteristics; *Teacher Effectiveness; *Teacher Evaluation
IDENTIFIERS- University of Toledo OH

Following a review of research endeavors in the area of teacher evaluation and performance assessment, some procedures which have been developed at the University of Toledo (Ohio) to discriminate between competent and incompetent teachers are described. The university's program is competency-based, and researchers have identified 49 competencies student teachers are expected to demonstrate. Two instruments have been used in conducting research on these competencies. The low-inference instrument used is the Classroom Observations Keyed for Effectiveness Research (COKER); the high-inference instrument is the Teacher Performance Assessment Instrument (TPAI). The scoring procedures used with these instruments differ considerably, but the general results produced provide indications of how individuals, as well as groups, score on each competency measured. Results obtained from the instruments are usually provided in profiles of scores which can be generated for groups or individuals. The University of Toledo, through its project staff and faculty, has the capability of providing services to other institutions interested in the measurement of teacher performance. (JD)

ED 233 015 SP 022 886

Wanyoike, E. N.
A Teacher Training Reading Methodology Manual in Kiswahili for Lower Primary Classes in Kenya. African Studies in Curriculum Development

The relevance of ethnographic research to evaluation of educational programs is discussed. The author focuses on evaluation questions that deal with finding out what is happening in a program and if what is happening is desirable. Ethnography suits the purposes of evaluators who answer such questions because they want to know how something works under the worst of conditions. Issues related to the validity and reliability of measurements used in evaluation illustrate this point. The internal validity of a study can be threatened by history, maturation, instrumentation, selection, mortality, and reactive arrangements--all part of the life of the school. To conduct an evaluation by controlling these variables is to study a version of the school setting that can never be replicated. Educational evaluations must be capable of focusing on the program as it really functions. Conventional measures of reliability in evaluations call for inter-subjective agreement. Ethnography, however, focuses on another form of reliability called "confirmability" where there is agreement from a number of information sources that a certain phenomenon has occurred. Finally, the author maintains that the success of an evaluation plan rests on its credibility. Naturalistic inquiry, as structured under ethnography, sustains credibility because of its logic, responsiveness, and involvement of participants. (LC)

ED 233 030 TM 830 406

Peterson, Sarah; Ayabe, Carol
How Secondary Schools Are Perceived by Parents, Teachers, and Students, 1978 vs. 1982. Research Report 46.
Mesa Public Schools, AZ. Dept. of Research and Evaluation.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Affective Measures; Decision Making; *Educational Environment; High School Students; Parent Attitudes; Questionnaires; *Research Utilization; *School Attitudes; *School Districts; Secondary Education; Student Attitudes; *Surveys; Teacher Attitudes
IDENTIFIERS- Human Resources Research Organization; *Mesa Public Schools AZ

The Mesa School Profile, limited to cognitive and demographic characteristics, was broadened by the School Climate Surveys developed to accumulate information regarding the affective dimensions of each secondary school as well as the district (junior and physical therapy. Listings of 21 parent assessment instruments, selected resources for further information and technical assistance, and resources developed by less-well-known federally funded projects are provided in the last two sections. (CM)

ED 233 045 TM 830 473

Holley, Freda M.
Is There Evaluation after Federal Cutbacks? Publication No. 82.62.
Austin Independent School District, Tex. Office of Research and Evaluation.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Compensatory Education; *Educational Finance; *Evaluation; *Federal Programs; *National Surveys; School Districts; *School Surveys; Urban Areas
IDENTIFIERS- Cutback Management; *Elementary Secondary Education Act Title I

To ascertain how evaluation has fared in the eighties, the Austin Independent School District surveyed the 94 largest school districts (including Hawaii and Puerto Rico) shown in the Directors of Research and Evaluation Network directory. A usable return rate of 63 percent was received for data analysis. As expected, the overall number of students eligible for Title I services increased as the overall enrollments in large cities continued to decrease. The average program budget decreased along with the average Title I evaluation budget. The average number of clerical, professional, and administrative staff declined. A smaller percentage decrease in overall federal funds for evaluation looks as though Title I funding may be taken up by other sources of federal monies. A surprise comes in the increase in local dollars for evaluation. It would appear that local school systems do value the evaluation services they are receiving. The survey form and district responses to the question of whether there were changes in evaluation due to the reduction of federal funds are appended. (PN)

practical as well as statistical significance. They suggest that clinicians take a somewhat more conservative approach to profile interpretation and also integrate the impact of age and sex on profile configuration. (Author/PN)

ED 233 061 TM 830 509

Hoover, Randy L.; Kadunc, Nancy
The Myers-Briggs Type Indicator: Analysis of Discrepancy Score Phenomenon in a Real World Sample.
PUB DATE- 15 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Adults; *Personality Measures; Personality Traits; Sampling; Scores; *Testing Problems; Test Interpretation; *Test Reliability; *Test Validity
IDENTIFIERS- *Discrepancy Analysis; Internal Consistency; *Myers Briggs Type Indicator

The purpose of this paper is to examine the nature of discrepancy score phenomena of the Myers-Briggs Type Indicator (MBTI), as related to internal consistency and construct validity of the instrument. Data were collected from 140 university research managers. The data suggest internal consistency problems: only 37.3 percent of the subjects produced internally consistent scores. From the examination of the discrepancy scores in this real world sample, a judgment is offered about interpretation and use of MBTI data containing discrepant scores in light of the Jungian theory undergirding the MBTI. (PN)

ED 233 062 TM 830 510

Day, H. D.; Marshall, David
A Note on the Incremental Validity of Aggregate Predictors.
PUB DATE- 82
LANGUAGE- English

teachers. Data descriptive of teachers today are reviewed. Factors which appear to deter highly competent persons from entering teaching are also identified. The paper projects even more challenges to a role often characterized already by an unreasonable span of responsibility. How instruction is delivered in this country is contrasted with selected curricular and instructional trends in other highly industrialized countries. The comparison suggests that more specialized and delineated roles for elementary teachers should be explored in this country and that competence be defined in more specific context and functions than at present. (Author)

ED 233 079 TM 830 538

Gonzalves, Linda
Henry Herbert Goddard and the Politics of Mental Measurement (1910-1920).
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Bias; Classification; *Cognitive Ability; *Data Analysis; Educational Philosophy; Genetics; Heredity; Intelligence Differences; *Labeling (of Persons); *Nature Nurture Controversy; Research Methodology; *Research Problems
IDENTIFIERS- Data Interpretation; *Eugenics; *Goddard (H H)

The history of the study of human mental ability is an example of the dialectic in social science between those who interpret data within the framework of existing social inequities and those who look for perspectives that might eventually dissolve inequities. The dedication of Henry Herbert Goddard to a belief in the scientific proof of hereditary intelligence and the need to stratify society by mental ability was part of an effort in the beginning of this century to rationalize dramatic social and economic inequities. Our school systems are still heavily marked by the procedures that gained credence during this period. Tracking (recently obscured under the euphemism of "ability grouping"), intelligence testing and labeling are an unavoidable part of receiving an education in this country. Goddard's work was central to the institutionalization of these tools of stratification and segregation. A look at Goddard's methodology and data analysis shows a clear class bias that permeated and distorted both his theoretical efforts and his

Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Affirmative Action; *Civil Rights; *Court Litigation; Elementary Secondary Education; Equal Opportunities (Jobs); Federal Government; Federal Legislation; *Law Enforcement; *Public Policy; *Quotas; *Racial Discrimination; Reverse Discrimination; School Desegregation; Sex Discrimination
IDENTIFIERS- Department of Justice; *Reagan Administration

In this address, the Assistant Attorney General of the Civil Rights Division, Department of Justice, reviews the Division's civil rights enforcement efforts, and discusses the Reagan Administration's position on racial quotas. To dispel the notion that the Administration is not committed to equal rights, the Assistant Attorney General describes current enforcement activities in the form of investigations and litigation concerning sex and race discrimination in employment, voting rights, school desegregation, and the rights of the incarcerated and institutionalized. Replying to criticisms of Administration policy against numerical goals and quotas to remedy past discrimination, Reynolds reaffirms the government's adherence to the principle of equality which, he says, is contradicted by the concept of affirmative action through preferential treatment. Reynolds points out that no matter how well meant, measures to redress the effects of past discrimination with further discrimination will ultimately limit opportunities for individuals of all racial groups, and will invite a view of people as possessors of racial characteristics rather than as unique individuals. Maintaining that the Administration stands by the principle that individual rights take primacy over rights bestowed on groups because of race or sex, Reynolds stresses that civil rights policy will continue to reject racial quotas. (MJL)

ED 233 094 UD 022 890

Rebell, Michael A.; Block, Arthur R.
Equality and Education: Federal Civil Rights Enforcement in the New York City School System.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 83
GRANT- NIE-G-80-032
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Board of Education Role; *Civil Rights Legislation;

mental illness prevention among ethnic minorities. (MJL)

ED 233 108 UD 023 015

Chunn, Jay C., II, Ed.; And Others
Mental Health and People of Color. Curriculum Development and Change.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
REPORT NO.- ISBN-0-88258-097-3
PUB DATE- 83
AVAILABLE FROM- Howard University Press, 2900 Van Ness Street, N.W., Washington, DC 20008 ($24.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - General (140)
DESCRIPTIONS- American Indians; Asian Americans; Blacks; Cultural Influences; *Curriculum; Curriculum Development; *Ethnic Groups; Ethnic Stereotypes; Higher Education; Hispanic Americans; *Mental Health; Nursing; Nursing Education; Pacific Americans; *Professional Training; *Psychiatric Services; Psychiatry; *Psychological Services; Psychology; Public Policy; Research Needs; Social Work; Teaching Methods

Representing a collective effort by scholars belonging to four ethnic minority groups in the United States (Blacks, Asian and Pacific Americans, American Indians, and Hispanic Americans), this book discusses training, curriculum, and research needs in the education of students who intend to enter the mental health professions and work with these groups. The book is divided into four parts, covering the areas of psychology, social work, psychiatry, and psychiatric nursing. Each part contains four chapters focusing on each of the ethnic groups, and written by members of those groups. The contributors describe the state of the art in each discipline, including trends in the literature, theoretical frameworks, and methodologies; identify deficits, stereotypes and biases in mental health research, theory, and practice; outline areas of knowledge about the ethnic groups that must be integrated into mental health curricula if training and services are to improve; explore mental health policymaking at different levels; and present guidelines, recommendations, and strategies for change. In general, the articles suggest that ethnic minorities receive inadequate and inappropriate mental health services from poorly trained practitioners, and that policymaking and curriculum development must address these deficiencies. (Author/MJL) presented. Designed to illustrate the simultaneous mutual interaction among factors contributing to an episode of child abuse, the model is intended to serve as a conceptual skeleton providing a context for comparing abuse factors. Child abuse is defined broadly as "the physical or mental injury, sexual abuse or exploitation, negligent treatment, or maltreatment of a child under the age of 18 by a person who is responsible for the child's welfare under circumstances that indicate the child's health or welfare is harmed or threatened thereby." Factors related to child abuse are grouped into three major categories: parental, child, and ecological. Parental factors include demographic, sociological, psychobiological, and ethological factors. Child factors include the following categories: unwanted children, problem children, provocative behavior, and stress/anxiety disorders. The category of ecological factors includes parental interaction, single parents, family status, and class and community. Most subcategories in the model are further particularized in terms of specific conditions. Five additional categories are also described as being part of the model: precipitating situations and/or events, child abuse episode(s), primary prevention, diagnosis and treatment, and identification and reporting. (RH)

ED 232 774 PS 013 761

Meier, John H.
Corporal Punishment and Child Abuse: Some Observations and Relationships. Monograph Series No. 1:3/83.
Childhelp U.S.A./International, Beaumont, CA.
PUB DATE- Mar 83
AVAILABLE FROM- Childhelp U.S.A./International, 14700 Manzanita Park Road, P.O. Box 247, Beaumont, CA 92223 (Free of Charge). Originally presented at a Forum on Corporal Punishment in the Schools.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Child Abuse; *Child Neglect; *Corporal Punishment; *Government Role; Personal Narratives; *Public Policy; *Punishment

Various personal observations and experiences of a former director of the Office of Child Development and chief of the Children's Bureau are recounted in an informal discussion of punishment and child abuse. Several brief arguments focusing on the negative effects of punishment are offered, and contributions of the Children's Bureau to action supporting abused and neglected children mothers of 6-month-old infants indicates that books, the family doctor, and the parents' social network are the most important sources of information. Furthermore, such sociocultural influences appear to shape knowledge more powerfully than do direct, observational experiences with children. Research also suggests that more knowledgeable mothers rate their infants as having easier temperaments and that knowledge of development influences the way parents structure interactions between children and the social and physical environment. Presently, little is known about parents' experiences, knowledge, beliefs, and perceptions. Future studies of parental knowledge should develop better measurement techniques; seek a more complete description of origins and variations in knowledge, beliefs, and perceptions; and work toward a coherent typology of cognitive influences on parental behavior. (RH)

ED 232 789 PS 013 800

Schunk, Dale H.
Influence of Rewards and Goals on Children's Self-Efficacy and Skills.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Contingency Management; *Division; Elementary Education; *Elementary School Students; Expectation; *Objectives; Pretests Posttests; *Skill Development; Training
IDENTIFIERS- Context Effect; *Proximal Goal; *Self Efficacy

The purpose of this study was to compare the effects of two contextual influences (performance-contingent rewards and proximal goals) on children's task motivation, self-efficacy, and skillful performance after division skill-development training. The sample included 44 children, ranging in age from approximately 9 to 11 years, who were identified by their teachers as being low in ability to solve division problems. After measures were taken of children's perceptions of self-efficacy for correctly solving division problems and following the administration of a division-skill pretest, children were assigned to one of four treatment groups: rewards only, goals only, rewards plus goals, and training control. Children received two 45-minute training sessions over consecutive school days; during sessions, an adult proctor gave treatment instructions appropriate to the children's experimental condition, and children

Stegall, Lael Swinney

Women's Organizations and Development: An Assessment of Capacities for Technical Assistance in Sri Lanka and Thailand. Women in Development.

SPONS. AGENCY- Agency for International Development (IDCA), Washington, D.C. Office of Women in Development.
PUB DATE- 79
GRANT- AID/otr/147-79-64
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Developing Nations; Economically Disadvantaged; Family Life Education; *Females; Financial Support; Foreign Countries; Government Role; Informal Organization; Leaders; Leadership Training; Networks; *Organizations (Groups); *Program Development; Program Effectiveness; *Rural Development; Social Structure; *Technical Assistance; Urban Areas; Womens Education
IDENTIFIERS- *Sri Lanka; *Thailand

A subjective assessment of women's organizations and development in Sri Lanka and Thailand produced specific information about the organizations and suggested ways to improve their development capacities. Personal interviews with nearly 100 organization, government, and agency leaders revealed many similarities between the two countries. In both countries, formal women's organizations such as the Young Women's Christian Association arose from traditional sociocultural orgins and are led by upper middle class urban volunteers. Often united under umbrella institutions, the organizations offer programs to the rural, and sometimes to the urban poor in sewing, health, child care, and handicrafts. Informal organizations such as the Sarvodaya Mother's Clubs and the Good Sheperd Farm Center are usually rural, operating under government auspices, and are often highly successful in family life and agricultural education. Thai organizations are closely tied to the sociopolitical structure, and some, like the Girl Guides, enjoy great success. Their leaders are often good fundraisers and internationally active. On the other hand, Sri Lankan organizations are usually older and poorer. Their leaders generally operate within the country. Leaders in both countries need outside aid to develop training and management resources and to develop projects focusing on agricultural and industrial skills. (SB)

ED 232 805 RC 014 214

Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Economically Disadvantaged; Economic Change; *Economic Development; Government Role; Human Resources; Life Style; Organizations (Groups); Policy Formation; *Population Growth; *Rural Areas; *Rural Development; *Rural Economics; Rural Environment; Service Occupations; Small Businesses; Urban to Rural Migration
IDENTIFIERS- California; North Carolina; *Policy Research; Quality of Working Life; Vermont; Wisconsin

An analysis of rural population growth and its economic consequences in California, Wisconsin, North Carolina, and Vermont helps explain the changing conditions in rural America and indicates the direction policy should take. Despite their distance from financial centers and their low density, rural areas are generally characterized by a more urban economy, new and diverse employment patterns, and growth in the service sector, all of which have moved rural economics from single-industry economic bases to a complex, diverse, modern place. Existing rural economic policy is now inadequate because it does not address such issues as uneven rural growth, inequalities in economic opportunities, and the reduction of federal resources for communities. An effective redirection of rural policy should consider: (1) redefining economic development strategies to make them more sensitive to rural environments, human resources, and local traditions and institutions; (2) enhancing multijurisdictional economic development organizations such as government districts and organizations, community-based organizations, and special limited-power organizations; (3) improving the quality of rural work by creating economic diversity and targeting opportunities for job and career advancement; and (4) creating economic development programs for the disadvantaged. (SB)

ED 232 819 RC 014 236

Rogers, S. Elaine
Current Status and Future Prospects of School Camping, Outdoor Education and Environmental Education.
PUB DATE- 5 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adventure Education; Delinquent Rehabilitation; *Educational History; Educational Legislation; *Educational Objectives; Elementary Secondary Education; *Environmental

Ways of the Lushootseed People: Ceremonies & Traditions of Northern Puget Sound Indians.

United Indians of All Tribes Foundation, Seattle, Wash.

SPONS. AGENCY- Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

PUB DATE- 80

AVAILABLE FROM- Daybreak Star Press, United Indians of all Tribes Foundation, Daybreak Star Cultural-Educational Center, Discovery Park, Seattle, WA 98199 ($5).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTIONS- *American Indian Culture; *American Indian Languages; *Cultural Activities; Elementary Secondary Education; Games; Grammar; *Linguistics; Sentence Structure; Syntax; *Translation; Vocabulary

IDENTIFIERS- *Ceremonies; *Lushootseed (Language); Northern Puget Sound Indians; Washington

The book is an attempt to create an appreciation of the complex Lushootseed language, spoken by American Indians in the area between Puget Sound and the Cascade Mountains northward to the Skagit River Valley. The book is divided into two parts: readings about Lushootseed life and a brief description of the Lushootseed language. The readings, taken from tape recordings of elders describing the old ways in Lushootseed, have been transcribed in Lushootseed and translated to English. Five ceremonies and traditions--a longhouse scene, the First Salmon Ceremony, the Naming Ceremony, the Power Boards, and the Bone Game--are described in both languages and illustrated in black and white. The second part includes a discussion of the 41 sounds in Lushootseed and their English equivalents, if any; Lushootseed words and phrases; sentence structure; and prefixes and suffixes. It also includes a text analysis of the first three paragraphs of one of the readings and explains the four steps in the Lushootseed-to-English translation process: (1) separating prefixes and suffixes from root words; (2) translating root meanings to English and placing grammatical terms in parentheses; (3) combining root and grammatical terms in a literal meaning; and (4) writing a reasonable English version. (SB)

ED 232 846 SE 042 218

Dugdale, Sharon; Kibbey, David
Prototype Microcomputer Courseware for Teaching High School Algebra. Final Report.
Illinois Univ., Urbana. Computer-Based Education Research Lab.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- NSF/SED-83005
PUB DATE- 30 Jun 83
GRANT- SED80-12449
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Algebra; College Science; *Computer Assisted Instruction; *Computer Programs; *Equations (Mathematics); *Graphs; High Schools; Instructional Materials; Material Development; Mathematics Education; Mathematics Instruction; Microcomputers; Science Education; *Secondary School Mathematics; Secondary School Science
IDENTIFIERS- *Graphing (Mathematics); Mathematics Education Research; National Science Foundatio.

This project used an "intrinsic models" approach to develop a sample of microcomputer materials on graphing linear and quadratic equations and on recognition of general functional relationships. The "intrinsic models" approach uses motivating activities which are direct expressions of the underlying mathematics. The area of graphing was chosen because it is basic to scientific applications as well as to further work in pure mathematics. In addition, it is an area where tests indicate poor performance on the part of large numbers of students. The materials produced by this project deal with qualitative as well as quantitative aspects of graphs. Materials were developed in conjunction with student use in local public schools. Evaluation was largely formative, revolving around on-site observation of students, student interviews, and teacher interviews. Criterion-referenced test results from an informal (and incomplete) trial with the finished materials indicated that students learned well the concepts they had an opportunity to study. Descriptions of materials as presented in the instructor's manuals published with the programs are also provided. The first set of programs deals with graphing equations. The second set, recommended for high school mathematics/science or college science courses, helps students make meaningful interpretations of graphs of physical phenomena. (Author/JN)

National Science Foundation, Washington, D.C.
PUB DATE- 9 Apr 82
GRANT- SED-7912803
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Science; Computer Oriented Programs; Computer Programs; Higher Education; *Mechanics (Physics); *Models; *Physics; *Problem Solving; Science Education
IDENTIFIERS- National Science Foundation; Science Education Research

The major task in solving a physics problem is to construct an appropriate model of the problem in terms of physical principles. The functions performed by such a model, the information which needs to be represented, and the knowledge used in selecting and instantiating an appropriate model are discussed. An example of a model for a mechanics problem is presented. A set of problem-analysis rules has been written which can construct physical representations for such problems. The rules are written in MRS, a representation and inference language which provides the features of first-order logic while allowing specification of Lisp implementations for data storage and inference methods, as well as allowing meta-level reasoning about the problem-solving process itself. The rules infer important features of the problem in small steps, which in turn trigger other inferences, in a fashion similar to the progression of inferences presented in the example problem. In this way, a finite set of rules serves to analyze a large set of possible problems. The physical model generated by the rules not only can drive generation of equations to solve the problem, but also can be used to generate meaningful diagrams and explanations of the problem-solving process. (Author/JN)

ED 232 860 SE 042 634

Novak, Gordon S., Jr.
GLISP User's Manual. Revised.
Stanford Univ., Calif. Dept. of Computer Science.
SPONS. AGENCY- Advanced Research Projects Agency (DOD), Washington, D.C.; National Science Foundation, Washington, D.C.
PUB DATE- 23 Nov 82
CONTRACT- MDA-903-80-c-007
GRANT- SED-7912803
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

7-11, 1983. Numeracy Project.
Administrative Coll. of Papua New Guinea, Boroko.
REPORT NO.- ANR-22
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Calculators; *Computation; *Course Descriptions; Course Evaluation; *Estimation (Mathematics); Foreign Countries; Inservice Teacher Education; Mathematics Education; *Mathematics Instruction; Secondary Education; *Secondary School Mathematics
IDENTIFIERS- Mathematics Education Research; *New Guinea

A course is described which was designed to: (1) teach correct use of the calculator; (2) teach appropriate techniques for solving arithmetic problems using the calculator; and (3) develop number sense in students through teaching of appropriate facts, concepts, and techniques to be carried out mentally without the calculator. (Number sense starts out with some sort of "feel" about the size of a number and extends upwards to include such mental arithmetical skills as estimation.) The course consists of 20 teaching/working units each recorded on one side of a cassette tape. Concepts covered in the units include: introduction to calculator; addition; subtraction; means; multiplication; division; percentages; decimals; and proportion. Teaching strategies and experiences during the 5-day course, results of course and pre/post-tests taken by the 24 participants, students' assessment of the course, and seven minor amendments to the course based on feedback are discussed. It is indicated that the results of the pre/post testing are of little value due to the methodology employed. (JN)

ED 232 874 SE 042 649

Edwards, Allen
Estimation for Numeracy. Numeracy Project.
Administrative Coll. of Papua New Guinea, Boroko.
REPORT NO.- ANR-23
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Addition; *Arithmetic; *Computer Programs; Division; Elementary School Mathematics; Elementary Secondary Education; *Estimation (Mathematics); Foreign Countries; *Mathematics

LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reference Materials - General (130)
DESCRIPTIONS- *Administrator Attitudes; Conservation Education; Curriculum Development; Elementary Secondary Education; Energy; *Energy Conservation; Foreign Countries; *Fuel Consumption; Guidelines; Interviews; Motivation; *Program Evaluation; *Questionnaires; *School Buildings; Workshops
IDENTIFIERS- *Alberta; Retrofitting

Provided are appendices which contain supporting documentation related to an external evaluation of the Phase 2: Energy Conservation Field Projects. Objectives of this program were to: test the generalizability of the energy conservations measures outlined in "Guidelines for Conserving Energy in Alberta Schools" and augment these guidelines as required; develop standards of energy consumption for Alberta schools by school type and size, and on the basis of climate; and provide lighthouse projects readily accessible by personnel from surrounding jurisdictions. Material contained in the appendices includes: energy conservation retrofitting by school and zone; district energy conserving policies; curriculum activities outline; Rocky View energy conservation week activities and principal/teacher comments; energy consultants' workshop materials; interview questionnaire for senior school board administrators and school officials; comments expressed during interviews with senior school board administrators and school officials; building quality restoration program energy conservation projects questionnaire; bibliography; and list of individuals contacted during the evaluation. (JN)

ED 232 889 SE 043 382

Sundmark, Dana
Alberta Education Energy Conservation Project. Phase II: Internal Evaluation.
Alberta Dept. of Education, Edmonton. Planning and Research Branch.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Conservation Education; *Costs; Curriculum Evaluation; Elementary Secondary Education; Energy; *Energy Conservation; Foreign Countries; *Fuel Consumption; Motivation; Program

part of the lesson are available from Stephen L. Canipe, 2301 East Providence Dr., Matthews, NC 28105 (send diskette and self-addressed stamped mailer).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Authoring Aids (Programing); *Computer Programs; Educational Methods; Elementary Secondary Education; Geographic Location; Geography Instruction; *Locational Skills (Social Studies); Maps; *Map Skills; *Microcomputers; *Programing; Social Studies
IDENTIFIERS- Apple II; Map Displays; PF Project; *South America

A simple "menu-driven" microcomputer program on map studies, designed to teach the geography of South America and certain economic facts about its countries, is presented. The program is written for an Apple II+ or Apple IIe computer; use on any other microcomputer will require substantial changes due to high resolution drawings and shape tables employed in the program. The preliminary program presents an introductory screen of a colorful map of South America, followed by a credit screen. After the name of the country is determined by the student, the program presents a drawing of the entire continent of South America. The program then begins to draw the various South American countries to the right of a blank map of South America. As each country is presented, a series of questions are asked about the country being displayed, such as questions about per capita income, major products, capital cities, and major rivers. The program then checks the student's answer and will not allow a choice not presented on a list of numbered options. In addition, there is a provision for the student to have a blank map of the continent and to place numbers which designate countries on the map. Teachers have the option to make refinements by changing the questions or by adding more and more difficult questions. (LH)

ED 232 904 SO 014 777

Turner, Mary Jane
Education in Law and Government. How to Be a Hit with Students.
Social Science Education Consortium, Inc., Boulder, Colo.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

ED 232 920 SO 014 803

Reference Sheet on Curriculum Development.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Curriculum Development; Elementary Secondary Education; Professional Associations; *Resource Materials; *Social Studies
IDENTIFIERS- PF Project

Aids for developing social studies curricula is the topic of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 19 citations from "Resources in Education" (RIE); (2) 10 citations from "Current Index to Journals in Education" (CIJE); (3) 15 commercially available "Resource Materials" for students, professors, curriculum specialists, and administrators; (4) 3 related professional organizations that may prove helpful in this area; and (5) 5 journals and newsletters. (DC)

ED 232 921 SO 014 804

Reference Sheet on Area Studies (Europe).
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Area Studies; Elementary Secondary Education; *European History; *Instructional Materials; Nonprint Media; Professional Associations; *Resource Materials; Textbooks

IDENTIFIERS- *Texas

Results suggested that socioeconomic factors were not major determinants of differences in infant mortality in Texas in the 1970's. Data on live births and infant deaths for 254 Texas counties were obtained from the Texas Department of Health for each of the 11 years from 1970 to 1980. Infant, neonatal, and postneonatal mortality rates were calculated for each county for the 11 years and for two component periods, 1970-74 and 1975-80. Socioeconomic, demographic, and ecological factors used in the analysis were obtained from the combined 1944-77 County and City Data Book tape (U.S. Bureau of the Census, 1978) and the 1970 census data on population. The analysis is, however, clearly limited in a number of aspects that must make any conclusion derived from it extremely tentative. Limitations include failure to include relevant intervening biological and other variables in the analysis; the limited time frame and areal focus of the study; and the use of secondary and aggregate data in analyzing phenomena for which family-level social, economic, environmental, and biological factors provide the crucial context for survival. (RM)

ED 232 938 SO 014 908

Meijer, Henk, Comp.
I.D.G. Bulletin 1981/82.
Information and Documentation Centre for the Geography of the Netherlands, Utrecht.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Geographic Materials (133) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Area Studies; Coal; Economic Development; *Geographic Regions; Higher Education; *Land Use; Maps; Mining; *Physical Geography; Planning; Secondary Education; Statistical Data; Tourism; Travel
IDENTIFIERS--*Netherlands

One of a series of publications which provides information about the geography of the Netherlands to institutions and persons outside the Netherlands, this publication discusses the geography of and land use in South Limburg, a region in the southeastern part of the Netherlands. There are four sections. The first provides a history and describes the region. South Limburg has three special features.

administrators, students, teachers, and parents for the ideal sixth grade social studies textbook; the acceptability by all groups of a single as opposed to a multi-text approach; and the specific acceptability of "American Neighbors." This part contains results of attitude measures and sample letters from students to textbook authors. Part III examines textbook use issues. The role of the textbook according to the curriculum committee, administrators, teachers, parents, and students is described. Dependency on textbooks by all groups, and student and teacher styles of textbook use are also examined. Part IV, the conclusion, presents 10 questions related to textbook content and approach for publishers, educators, and parents. Appendices outline research methodology and contain data forms, documents, and quantitative tables. (KC)

ED 232 953 SO 014 935

Anderton, Ray L.
Taiwan Rises to Increased-Literacy Challenge with 700 Percent Growth in Number of Schools.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Comparative Education; *Compulsory Education; Discipline Policy; Economic Progress; *Educational Practices; Ethical Instruction; Foreign Countries; *Free Education; *Government School Relationship; Literacy Education; *Public Education; Vocational Education
IDENTIFIERS- *Taiwan

Taiwan's effort to provide a compulsory ninth grade education for its citizens has led to a 700 percent increase in the number of schools since 1950, reflecting a tremendous effort by the Taiwan government to provide public education, in their belief that an educated populace is the secret to a nation's success. While there is a noticeable lack of librarians, television, and audiovisual equipment in the junior middle schools, elementary schools feature offerings such as school dental offices, free lunches, Chinese opera instruction, Kung Fu instruction, and Little League baseball. Upon completion of ninth grade, 20 percent enter the job market, with the majority entering commercial or vocational schools to facilitate Taiwan's continued industrial growth. Unfortunately, only the small percentage of ninth graders who pass rigorous exams attend high school, with only 25 percent of these qualifying for college in

Non-Classroom Use (055)
DESCRIPTIONS- *Accident Prevention; Allied Health Personnel; Athletic Coaches; Athletic Equipment; *Athletics; Drug Use; Emergency Programs; First Aid; Higher Education; *Injuries; Legal Responsibility; *Medical Services; Nutrition; *Physical Education; Physical Environment; Safety; Secondary Education; Womens Athletics

The articles in this collection are addressed to athletic coaches or ancillary health personnel practitioners who treat athletes' injuries. Emphasis is upon proper immediate care, recognition and referral of serious injuries, and preventive measures to reduce injuries. Papers include: (1) "Planning a High School Athletic Training Program" (Stanley Nakahara); (2) "Basic Athletic Injury Care" (Katie Heffelfinger); (3) "Treatment of Injuries" (Toni Van DePutte and Holly Wilson); (4) "Rehabilitation" (Andi Seger); (5) "Athletic Conditioning" (Kathy Heck); (6) "Protective Equipment and Devices" (Holly Wilson); (7) "Legal Liability" (Richard T. Ball); (8) "Athletic Nutrition, Diet, and Weight Control" (Kathy Heck); (9) "Coping With the Heat and Humidity" (Holly Wilson); (10) "Emergency Preparation" (Holly Wilson); (11) "Over-the-Counter Non-Rx Drugs" (Holly Wilson); (12) "Misconceptions of Athletic Injuries" (Linda Arnold); (13) "The Female Athlete" (Christine Haycock); and (14) "The Growing Athlete" (Holly Wilson). A bibliography and recommended readings list are appended as well as position statements from the National Association for Girls and Women in Sport Athletic Training Council. (JD)

ED 232 968 SP 022 677

Health Education Curriculum Objectives and Family Life Content Outline, K-12.

Northern Valley Regional High School District, Closter, N.J.

PUB DATE- 83
AVAILABLE FROM- Office of Curriculum and Instruction, Northern Valley Schools, 162 Knickerbocker Rd., P. O. Box 270, Demarest, NJ 07627 ($12.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Contraception; Curriculum Design; Drug Use; *Educational Objectives; Elementary Secondary Education; *Family Life Education; *Health Education; Mental Health; Parenthood Education; Physical Health; Safety Education; *Sex Education; Social

Roseburg Schools, Oregon. The names of agency representatives participating in the conference are also listed. (JD)

ED 232 983 SP 022 839

Kinard, James D.; Bazzarre, Terry L.
The Influence of a 12-Week Conditioning Program on Growth Hormone and Somatomedin C Concentrations in Moderately Overweight Males.
SPONS. AGENCY- North Carolina State Univ., Raleigh.; North Carolina Univ., Greensboro. School of Home Economics.
PUB DATE- May 83
GRANT- USDA-ARS-NC-03713
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Biochemistry; *Body Weight; *Exercise Physiology; Human Body; Jogging; Males; *Metabolism; *Obesity
IDENTIFIERS- *Somatomedin C

The growth hormone is a lipolytic hormone and somatomedin C mediates the metabolic effects of the growth hormone in many tissues. Growth hormone plasma levels are often depressed in obese individuals, and this low plasma level has been postulated as a reason for perpetuation of excess weight. Substantial weight loss in obese subjects improves growth hormone response to provocative stimuli. The present study investigated the effects of a 12-week progressive exercise program (consisting of jogging three times weekly) on growth hormone and somatomedin C plasma levels in five overweight males, 18-30 years of age and 15-40 percent above ideal body weight. Data collected at the beginning and end of the study included measurements for aerobic capacity, skinfold measures, body weight, fasting plasma growth hormone, glucose, and somatomedin C levels pretest and posttest. Mean body weight loss and decrease in skinfold measurement were significant during the program. Subjects' aerobic capacity increased. Changes in body weight accounted for 86 percent of the variability in somatomedin C changes; however, neither fasting plasma growth hormone levels nor growth hormone response to exercise stimulation changed significantly during the 12-week program. The responses suggest that somatomedin C is a more sensitive indicator than growth hormone of endocrine responses to exercise. Tables and figures with study results are appended. (Author/JD)

interdisciplinary in nature. The other experimental aspect concerns the invention and practice of the new curriculum plan. In accordance with the design of the courses and majors, unique curriculum has been set up that facilitates academic and practical research in each field. All students are required to bring their own research topics with them when they enter the program. The majors and courses are now more exhaustive than before and are unified from an innovative perspective. Details of the curriculum are explained. (JMK)

ED 232 999 SP 022 858

Bright, Larry K.; Das, Ajit K.
A Paradigm for Human Services Education in a Global Society.
PUB DATE- 2 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Access to Education; Allied Health Occupations; Change Strategies; Communications; *Delivery Systems; Educational Innovation; *Educational Needs; Global Approach; *Human Services; Information Dissemination; Information Needs; Social Change; Social Values; *Teacher Education

With an increase in the need for education for individuals to function effectively in an information society, the pressure for human services providers to accept additional responsibilities to educate more of their clients has been recognized. However, professionals in education, allied health, mental health, and social work have not conceived their task to be that of providing both formal and informal education services. A much broader view of education beyond schooling and social services is needed. A new paradigm of education delivery and personnel preparation needs to be developed. The effort requires collaboration among human services professionals. For this effort, integration of the highly specialized human services professions is advocated, with emphasis on a core professional personnel preparation curriculum and a professional university organizational union of these professions. University programs of professional preparation in these fields must lead the way for change. Cooperation in the development of a human services education core curriculum and university reorganization of academic structures must be initiated by educators with systems perspectives on the spectrum of societal educational services delivery. (JD)

& Evaluation. No. 62.
African Curriculum Organisation.; German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Bilingual Education; Class Activities; Creative Writing; Developing Nations; Dialects; Educational Resources; Elementary Education; Foreign Countries; *Instructional Materials; Language Proficiency; Listening Skills; *Multilingualism; *Reading Instruction; Reading Readiness; *Second Language Instruction; Teacher Developed Materials; *Teaching Methods
IDENTIFIERS- *Kenya; *Kiswahili

Kiswahili was declared the national language of Kenya in 1968 and since then has also been established as the language of parliamentary debate. There are, however, inadequate instructional materials in this language, particularly at the primary level of schooling. Since there are almost 20 different languages, or dialects, in Kenya, Kiswahili must be taught as a second language to a number of children in the early grades. This teacher's manual provides a methodology for instructing children in reading, speaking, and writing Kiswahili. Chapter 1 presents an overview of the language situation in Kenya and the language learning needs of the Kenyan child, who may speak a different mother tongue and must learn not only Kiswahili but also, in later years, English. Chapter 2 discusses the basic language skills of listening, speaking, reading, and writing. Methods of teaching reading are addressed in the third chapter. Chapters 4 and 5 are devoted to reading Kiswahili as a first and as a second language. Suggestions are made in chapter 6 for supportive reading materials which may be created by the teacher, and the seventh chapter presents ways to reinforce reading skills through handwriting and creative writing exercises. Chapter 8 offers a short conclusion, and there are three one-page appendices. (JD)

ED 233 016 SP 022 888

Masota, Laurent Anatoly
Investigation of the Effectiveness of Teacher-Education Curriculum in

and senior high schools only) as a whole. Questionnaires designed by the Human Resources Research Organization were modified to obtain perceptions of 859 teachers, 2,240 students, and 4,400 parents, picked at random. The three surveys were first administered in the secondary schools in 1977-78 and then again in 1981-82. This report documents the current climate perceptions of the three subpopulations and compares them with the perceptions of similar subpopulations in 1977-78. The overall perceptions for all three populations in 1981-82 were positive. In 1981-82, only 2 of the 12 areas were perceived negatively by one or more subpopulations: Student Characteristics and Relationships, and Student Issues. This is in contrast to 1977-78, when five areas were perceived negatively by one or more groups. The primary difference is that senior high students viewed several areas more positively in 1981-82. (PN)

ED 233 031 TM 830 408

Wootten, Marian; And Others
Case Studies of Selected Alternative Schools: Alternative Schools I, II, III, Orca, Nova, Summit K-12. Report Nos. 82-10A to 82-10F .
Seattle Public Schools, Wash. Dept. of Planning, Research, and Evaluation.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Case Studies; Elementary Secondary Education; Evaluation Methods; *Institutional Characteristics; *Nontraditional Education; *Outcomes of Education; Program Descriptions; *Program Evaluation; Public Schools; Questionnaires; *School Effectiveness; Scores
IDENTIFIERS- *Seattle Public Schools WA

Separate formal evaluations were conducted of the following alternative schools in the Seattle Public Schools system: Nova, Orca, Summit K-12, Alternative School 1 (AS1), Alternative Elementary School II (AES II), and Alternative Elementary School III (AES III). These six documents, combined here as one item, describe the distinctive characteristics of alternative education programs by examining program philosophy and goals, curriculum processes, teaching methodologies, and expected learning outcomes. Parents judged the AS1 school program excellent in the areas described as most important, although the lack of objective student progress data precludes analyses to demonstrate acceptable academic achievement in

ED 233 046 TM 830 474

Anderson, Judith I.
Is There a Need for Federal Technical Assistance Centers under Chapter 1?
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Elementary Secondary Education; *Federal Programs; Financial Support; *Program Evaluation; School Districts; State Departments of Education; *Technical Assistance; Use Studies
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Elementary Secondary Education Act Title I; *Technical Assistance Centers

This paper reviews the role played by the Title I (now Chapter 1) Evaluation Technical Assistance Centers in providing technical assistance to state and local agencies. It presents (1) a legistative history; (2) the Technical Assistance Center (TAC) activities under Title I; (3) an evaluation of the TACs; (4) the legislative changes enacted by the Education Consolidation and Improvement Act, Chapter 1; (5) Chapter 1 TAC contracts and activities; and (6) several questions about the future of TACs: are TACs still needed, are TACs an effective and efficient means of providing service, and will TACs continue to be effective? It would appear that, in spite of over 6 years of Federal evaluation assistance through the TACs, little progress seems to have been made in establishing evaluation as a state and local priority. The selection and training of program evaluators typically has been a low priority for state and local education agencies. Few states have established criteria for program evaluators. In some cases, evaluation has not been perceived as a worthwhile activity; in other cases, the need for training has not been seen. Therefore, Federal technical assistance providers have been used to provide training for new untrained staff, as well as for local and state personnel who want to improve their skills. Steps need to be taken to reduce the dependency on Federal assistance through a reassessment of the purpose and implementation of federally funded assistance activities. (Author/PN)

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Behavioral Science Research; *Correlation; *Personality Studies; *Predictive Validity; *Research Problems; Simulation; Statistical Analysis
IDENTIFIERS- *Aggregate Model

Three computer simulations were conducted to show that very high aggregate predictive validity coefficients can occur when the across-case variability in absolute score stability occurring in both the predictor and criterion matrices is quite small. In light of the increase in internal consistency reliability achieved by the method of aggregation and consequent increase in predictive validity, such high aggregate validity coefficients are expected. The particular value of the demonstrations reported here is that they show that in some applications of the method of aggregation, high aggregate validity coefficients can occur even though the actual variability in the predicted aggregate score is trivially small; in other words, little may be gained in the explanation of the variability in the criterion measure by predicting the aggregate criterion score since this predicted criterion score is so close to the overall mean of the criterion scores. The routine reporting of the standard deviation of the predicted aggregate score was recommended for all applications of the aggregation method in the study of personality. (PN)

ED 233 063 TM 830 511

Benson, Jeri; Hocevar, Dennis
Measuring Scale Invariance between and within Subjects.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Black Students; *Computer Assisted Testing; *Computer Oriented Programs; Correlation; Elementary Education; Hispanic Americans; Models; *Scaling; *Self Concept Measures; *Test Reliability; White Students
IDENTIFIERS- Coopersmith Self Esteem Inventory; *LISREL Computer Program; Scale Analysis; *Test Retest Reliability

The present paper represents a demonstration of how LISREL V can be used to investigate scale invariance (1) across time (its relationship to test-retest reliability), and (2) across groups.

proposed practical solutions. It becomes apparent that Goddard's work is not a measure of psychological abilities but rather an evaluation of social behavior based on the standards of one set of class values. (Author)

ED 233 080 TM 830 540

Myerberg, N. James; Splaine, Pam
Annual Test Report, 1981-1982. Montgomery County Public Schools, Rockville, Maryland.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTIONS- *Academic Achievement; Achievement Tests; Comparative Analysis; *County School Districts; *Educational Trends; Elementary Secondary Education; Ethnic Groups; Grade 3; Grade 5; Grade 8; Grade 11; Local Norms; Longitudinal Studies; National Norms; Sex Differences; *Testing Programs; *Test Results
IDENTIFIERS- *California Achievement Tests; Iowa Tests of Basic Skills; *Montgomery County Public Schools MD

The Annual Test Report, 1981-82 has been developed as a reference on the results of the California Achievement Tests (CAT) in the Montgomery County Public Schools (MCPS). The report contains several analyses of the results from the CAT administration in Grades 3, 5, 8, and 11. Overall countywide results are presented and they are also broken down by racial/ethnic and sex classifications. School results are presented in four forms: (1) average subtest scores, (2) total battery interquartile ranges, (3) longitudinal trends (average score change for students tested in the same elementary school twice), and (4) nonlongitudinal trends (difference between average scores for students transferring into and out of each school). There are two appendices. The first one contains tables with detailed summary data. The second one is a glossary of technical testing terms which provides the definition, use(s), and some interpretive precautions to be observed for each term. (Author)

*Compliance (Legal); Elementary Secondary Education; *Equal Education; *Government Role; Government School Relationship; *Law Enforcement; Public Policy; Public Schools; Racial Integration; School Desegregation; Teacher Distribution; Track System (Education)
IDENTIFIERS- Civil Rights Act 1964 Title VI; *New York City Board of Education

This report employs three analytical perspectives (ideological, implementational, and comparative institutional) in order to examine Federal anti-discrimination law enforcement in the New York City school system since the late 1960s. Part I of the study defines the fundamental American egalitarian ideology and its equality of opportunity and equality of results strands. The ambiguity in egalitarian policy standards, as formulated by the courts and by the Congress in Title VI and the Emergency School Aid Act, is discussed. Part II compares the "Big City Review" in New York City with insights gained from similar reviews of faculty hiring and assignment and student service issues, undertaken in Chicago, Los Angeles, and Philadelphia. In Part III, data obtained in the study, as well as results of a survey conducted by the authors, are reviewed from the three analytical perspectives mentioned above. It is concluded, among other findings, that in New York City public schools for the time period examined, (1) commitments to anti-discrimination standards led to positive changes in teacher assignment and student tracking practices, and that (2) the entire process of civil rights enforcement was influenced by political factors at both national and local levels. (A list of persons interviewed and the survey questionnaire are appended.) (GC)

ED 233 095 UD 022 892

Li, Gertraude Roth
The Challenge of Sponsorship.
World Relief Corp., Nyack, NY.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Adjustment (to Environment); *Culture Conflict; Culture Contact; *Interpersonal Relationship; *Refugees
IDENTIFIERS- *Sponsors

This paper provides general information on how to sponsor refugees

ED 233 109 UD 023 016

Reynolds, William Bradford
Civil Rights' Policy Trends and Perspectives.
Department of Justice, Washington, D.C. Civil Rights Div.
PUB DATE- 5 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Blindness; *Civil Rights; *Court Litigation; Disabilities; Federal Regulation; *Government Role; *Law Enforcement; Program Implementation; Public Opinion; *Public Policy; Social Discrimination; Social Services

In these remarks, the Assistant Attorney General of the Civil Rights Division, Department of Justice, discusses the current Administration's policy and enforcement efforts on civil rights for the handicapped, particularly the blind. First, Reynolds stresses that the Administration's commitment to the principle of nondiscrimination in all areas rejects the notion of a "protected class" and the practice of favoring some to the disadvantage of others. Consistent with this commitment, he says, policy on equal opportunities for the blind emphasizes that blind people are entitled to equality that can be achieved through removal of social discrimination, education of the public to new concepts concerning blindness, and measures that would enable all blind people to fully exercise their individual talents. Reynolds then discusses how the Federal government enforces this policy through public awareness programs, agency coordination activities to standardize service accessibility requirements, and regulation, investigation, and litigation regarding civil rights for the blind. In conclusion, Reynolds reiterates that all American citizens are individuals with unique characteristics and talents; that preferences for certain groups will not be tolerated; and that the Federal government is committed to ensuring that artificial barriers to a free society and discrimination in all its forms are obliterated. (MJL)

are described. It is pointed out that efforts made by the National Center on Child Abuse and Neglect are being translated into practical staff-training sequences for persons working in Head Start and day care centers under the aegis of the Administration for Children, Youth, and Families (ACYF). Particularly, a self-instructional text about abuse and neglect, intended for Head Start personnel, has been published. In addition, ACYF's efforts in parent education are being updated and refined to reflect the current state of the art and science about the prevention of child abuse and neglect. Concluding remarks point out that even though the United States Supreme Court ruled that corporal punishment may be used in American schools under certain well-controlled conditions, presently an enlightened break from the historical tradition of corporal punishment in the schools is occurring. (RH)

ED 232 775 PS 013 763

Sloan, Michael P.; Meier, John H.
Typology for Parents of Abused Children.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Behavior Patterns; *Child Abuse; *Classification; *Clinical Diagnosis; Court Role; Family Problems; Individual Characteristics; *Parents; *Personality Traits; Prognostic Tests; *Psychopathology

This paper reports an effort to classify parents of abused children according to existing and new typologies derived from parents' psychopathological personality profiles. Several previously reported typologies for abusive parents are reviewed and elaborated. In addition, reference is given to data and insights gained from an ongoing study of 50 abusive parents separated from their children as a result of child abuse. Parents receiving favorable prognoses were classified as being rigid-compulsive, as experiencing identity/role crises, or as being typified by displaced abuse/violence. Parents whose abusive behavior was a function of extremely maladaptive resolutions of major life issues were found to be hostile-aggressive, passive-dependent, or severely mentally ill. Prognoses for these three groups were considerably morc guarded. The finding of a relatively high incidence of hostile-aggressive fathers and passive-dependent mothers of children in a residential program for severely abused children is suggested as an explanation for some solved problems alone. It was predicted that children in the condition involving rewards plus goals would demonstrate the highest levels of self-efficacy and skillful performance. Results indicated that offering children performance-contingent rewards or suggesting proximal goals exerted motivational effects on problem solving and that combining performance-contingent rewards with proximal goals led to superior levels of self-efficacy and skillful performance. Results thus supported the idea that self-efficacy bears an important relationship to subsequent achievement. (RH)

ED 232 790 PS 013 803

Kuczynski, Leon
Socialization Goals and Mother-Child Interaction: Mothers' Strategies for Long-Term and Short-Term Compliance.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Discipline; *Goal Orientation; Methods; *Mothers; *Parent Child Relationship; Sex Differences; *Socialization; Young Children
IDENTIFIERS- *Compliance (Behavior); Parental Dominance; Rational Dialogue

Situational socialization goals were investigated as determinants of parental choice of disciplinary technique. It was predicted that parents would tend to use techniques such as reasoning when they had long-term compliance goals for their children and power-assertive techniques when they had short-term compliance goals. A total of 64 mothers and their 4-year-old children participated in an experiment in which mothers were asked to influence their children to perform a monotonous task. In the experimental manipulation, mothers in the long-term compliance condition were told that their children's compliance would be observed first in their presence and later in their absence; mothers in the short-term compliance condition were informed only that the compliance test would occur in their presence. Results showed that mothers in the long-term goal condition behaved in a more nurturing fashion and used more reasoning and character attributions than did mothers in the short-term condition. Although no differences in the use of power-assertive strategies as a function of goal orientation were found, power assertion was used more with boys than with girls.

Dixon, Ruth B.
Jobs for Women in Rural Industry and Services. Women in Development.
California Univ., Davis.
SPONS. AGENCY- Agency for International Development (IDCA),
Washington, D.C. Office of Women in Development.
PUB DATE- Sep 79
GRANT- AID/otr/147-79-52
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Developing Nations; Differences; Economically Disadvantaged; *Employment Opportunities; Employment Patterns; *Females; Foreign Countries; Industrial Structure; Labor Force; Managerial Occupations; *Policy Formation; Regional Characteristics; *Rural Development; *Rural Nonfarm Residents; Sales Occupations; Services
IDENTIFIERS- Africa; Asia; Central America; Middle East; *Rural Nonfarm Employment; South America

Women's vulnerability to increased landlessness and other economic factors has created a need in most developing nations for year-round, rural, non-agricultural employment opportunities for women. Census data from 56 Third World countries reveal that women are generally underrepresented in the paid labor force and overrepresented in the "unpaid family worker" labor force. Consequently, agrarian reform and rural development policies, in combination with favorable national economic policies, must work to raise the productivity of the labor in which women currently engage, transform subsistence activities into income-generating activities, and create new employment opportunities for women in areas such as non-agricultural production, sales, services, administration, and the professions. A 6-step strategy for mobilizing rural women for employment involves: (1) identifying the groups of women who most need income-generating employment; (2) defining the range of economic activities in which they are engaged; (3) locating and mobilizing indigenous social networks of women; (4) establishing sources of credit, technical assistance, and training for group enterprises; (5) determining needs for technology to reduce domestic burdens; and (6) identifying and overcoming other cultural or structural obstacles that deny women control over the products of their labor. (SB)

ED 232 806 RC 014 215

Education; Horseback Riding; Nature Centers; Older Adults; *Outdoor Education; Physical Disabilities; *Resident Camp Programs; Urban Population
IDENTIFIERS- *School Camping

"School camping," a term used from the 1920's to 1950's to denote camping programs conducted by schools, later became part of the larger outdoor education movement and experienced a boom period in the 1960's and 1970's, when it came to be called "resident outdoor education." Outdoor education teaches outdoor-related facts, concepts and skills, using the outdoors as both facility and medium for teaching. Environmental education, derived from the environmental movement of the 1960's, has as its goal the improvement of natural and human-made environments through enlightened and improved decision-making; environmental education was strengthened by the passage of P.L. 91-516 (National Environmental Education Act) in 1970 and by subsequent passage of parallel legislation by many states, to mandate or enable school systems to provide environmental education in the curriculum. The environmental and outdoor movements have recently merged forces with environmental education as the ultimate goal and outdoor education as the most effective method and place for teaching toward this goal. Recent emphases are: adventure education, particularly for juvenile delinquents; environmental education for handicapped and older citizens; and urban-oriented nature centers for the 85% of the United States population now living in urban areas. (MH)

ED 232 820 RC 014 237

Henderson, Karla A.; And Others
The Future of Organized Camping.
Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrator Education; *Administrator Qualifications; *Camping; College Curriculum; Continuing Education; *Delphi Technique; *Futures (of Society); Higher Education; Leadership; *Leadership Qualities; Leadership Training; On the Job Training; Outdoor Education; Professional Associations; *Professional Education; Professional Personnel; Questionnaires; Resident Camp Programs

Kleinfeld, Judith; Shinkwin, Anne
Lessons Out-of-School: Boy Scouts, Girl Scouts and 4-H Clubs as Educational Environments.
PUB DATE- 13 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adolescents; Educational Environment; Elementary Secondary Education; *Experiential Learning; Leadership; *Leadership Training; *Nonschool Educational Programs; Parent Attitudes; Parent Child Relationship; *Parent Participation; Skill Development; Values Education; *Youth Clubs
IDENTIFIERS- *4 H Clubs; *Boy Scouts of America; Girl Scouts of the USA

By providing opportunities for closer youth-adult contact, exercising responsibility, performing community service, and learning practical skills, well-functioning youth groups create important educational occasions which are often lacking in school. To point out the overlooked features of traditional youth groups, researchers interviewed and surveyed the directors, leaders, members, and members' parents of two 4-H clubs, two Girl Scout troops, and two Boy Scout troops. All six groups served as channels to the adult world by increasing members' contact with responsible, civic-minded, generous, and concerned adults. Four-H provided the most extensive youth-adult network. The groups' main activity was the successful teaching of practical skills not taught anywhere else. Each group's history and leadership affected which skills they emphasized. While all groups taught members some leadership skills, the Boy Scouts provided an especially structured program of leadership and responsibility development to prepare boys for business and community leadership roles. The groups also socialized the members for adult service organizations and stressed voluntary community responsibility. Parents and children generally agreed on the groups' major goals and benefits. Parents found that the groups gave them occasions to educate their children and give their children a working ideology. (SB)

ED 232 834 RC 014 252

Shinkwin, Anne; Kleinfeld, Judith
Two Boy Scout Troops: The Impact of the Troop Culture on What Boys Learn.

ED 232 847 SE 042 219

Defense and Economy Major Factors in 7% Real Growth in National R&D Expenditures in 1984. Science Resources Studies Highlights.
National Science Foundation, Washington, D.C.
REPORT NO.- NSF83-316
PUB DATE- 22 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- Development; *Economic Factors; *Expenditures; *Federal Aid; *Financial Support; Higher Education; *Industry; Research; Universities
IDENTIFIERS- *Research and Development

Research and development (R&D) expenditures in 1984 are highlighted in this brief report. Areas considered include: (1) R&D and the gross national product (GNP); (2) R&D support; and (3) basic research, applied research, and development. Among the findings reported are those indicating: that in 1984, public and private sectors are expected to provide a combined total of $97 billion for R&D; that defense spending and economic conditions are major factors for this estimate of a significant increase in 1984 R&D support; and that indicators point to real growth of about 6 to 7 percent in R&D activities, with components of both basic and applied research estimated to grow at about similar rates. In addition, with respect to the ratio of R&D expenditures to GNP, the United States with a 2.7 percent average, draws closer to West Germany and continues ahead of other major industrialized western economies in R&D spending relative to total economic activities. Supporting data are provided in one table and four charts. (JN)

ED 232 848 SE 042 620

Bussard, Ellen
Professional Competence Development at the Cooper Union School of Engineering. Project Highlights.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - General (130)
DESCRIPTIONS- *Computer Programs; *Computer Science; Guides; *Programing; *Programing Languages; *Resource Materials
IDENTIFIERS- *GLISP Programing Language; National Science Foundation

GLISP is a LISP-based language which provides high-level language features not found in ordinary LISP. The GLISP language is implemented by means of a compiler which accepts GLISP as input and produces ordinary LISP as output. This output can be further compiled to machine code by the LISP compiler. GLISP is available for several LISP dialects, including Interlisp, Maclisp, UCI Lisp, ELISP, Franz Lisp, and Portable Standard Lisp. The goal of GLISP is to allow structured objects to be referenced in a convenient, succinct language and to allow the structures of objects to be changed without changing the code which references the objects. GLISP provides both PASCAL-like and English-like syntaxes; much of the power and brevity of GLISP derive from the compiler features necessary to support the relatively informal, English-like language constructs. Provided in this manual is the documentation necessary for using GLISP. The documentation is presented in the following sections: introduction; object descriptions; reference to objects; GLISP program syntax; messages; context rules and reference; GLISP and knowledge representation languages; obtaining and using GLISP; GLISP hacks (some ways of doing things in GLISP which might not be entirely obvious at first glance); and examples of GLISP object declarations and programs. (JN)

ED 232 861 SE 042 635

Novak, Gordon S., Jr.
Data Abstraction in GLISP.
Stanford Univ., Calif. Dept. of Computer Science.
SPONS. AGENCY- Advanced Research Projects Agency (DOD), Washington, D.C.; National Science Foundation, Washington, D.C.
PUB DATE- 82
CONTRACT- MDA-903-80-c-007
GRANT- SED-7912803
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- *Computer Programs; *Computer Science; *Programing; *Programing Languages
IDENTIFIERS- *Data Abstraction; *GLISP Programing Language; National

Education; *Mathematics Instruction; Microcomputers; Multiplication; Secondary Education; Secondary School Mathematics; Subtraction; *Teaching Methods
IDENTIFIERS- *New Guinea
A program for teaching "number sense" is suggested based on experiences in teaching numeracy to Papua New Guinean adults. Number sense starts out with some sort of "feel" about the size of a number and extends upwards to include any such mental arithmetical skills as can reasonably be incorporated in an appropriate program. What number sense does not include is anything requiring paper/pencil or a calculator. With the exclusion of problem-solving, the major part of number sense consists of the ability to estimate or the ability to obtain approximate answers for problems already stated in numerical terms (arithmetic estimation). Appropriate methods of estimating the total of a column of numbers and the difference and mean of any two numbers are suggested. In addition, methods for multiplication and division are suggested. In order to compare different methods of estimating related to these mathematical processes, a computer program written for the Sinclair ZX Spectrum microputer was employed. Notes on the program and complete program listing are included. (JN)

ED 232 875 SE 042 650

Mayer, Victor J.; Fortner, Rosanne W.
The Ohio Sea Grant Education Program.
Ohio State Univ., Columbus. Ohio Sea Grant Program.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Educational Research; Elementary Secondary Education; Evaluation Methods; Higher Education; Instructional Materials; *Marine Education; *Material Development; Newsletters; *Oceanography; Program Descriptions; *Program Development; Program Effectiveness; *Program Implementation; Student Attitudes; Teacher Education; *Teacher Workshops
IDENTIFIERS- *Ohio Sea Grant Program
This monograph has been designed to provide a detailed explanation of the organization and philosophy of the Ohio Sea Grant Program and

Development; *Program Evaluation; *School Buildings
IDENTIFIERS- *Alberta; *Energy Audits

This report is based on the Alberta Education Energy Conservation Project - Phase II. The project was a follow-up to an earlier study, extending from June 1980 to June 1983, in which government funding and engineering manpower were used to conduct an energy management program in 52 selected pilot schools in 5 areas of the province. The report provides an outline of chronological events during the project as well as a quantitative evaluation of the effects of technical retrofit measures on various school buildings, dealing with such technical data as types of modifications undertaken, funds expended in specific schools, and overall effect of the measures on the subsequent energy consumption in each building. The background (Phase I) to the present project is presented, followed by discussions of the development of the Phase II effort, findings, conclusions, recommendations, and future aspirations. Information provided, supplemented by supporting documentation in 13 appendices, complements another survey dealing with a qualitative evaluation of the effect of the energy management program on school building users (administrators, principals, teachers, and custodians) in an attempt to gauge the effect of staff motivation efforts, curriculum additions, and technical modifications on the daily occupants of each building. (JN)

SO

ED 232 890 SO 014 464

Hauser, Robert M.; Mossel, Peter A.
Some Structural Equation Models of Sibling Resemblance in Educational Attainment and Occupational Status. Revised.
Wisconsin Univ., Madison. Center for Demography and Ecology.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.; National Inst. of Mental Health (DHHS), Rockville, Md.; National Science Foundation, Washington, D.C.; Spencer Foundation, Chicago, Ill.
REPORT NO.- CDE-WP-82-37
PUB DATE- Nov 82

Non-Classroom Use (055)
DESCRIPTIONS- Advance Organizers; *Community Resources; Discussion (Teaching Technique); Experiential Learning; Field Instruction; *Human Resources; *Legal Education; *Motivation Techniques; Questioning Techniques; Role Playing; Teaching Methods
IDENTIFIERS- PF Project

Arranged into three parts, the paper offers practical and motivating techniques for resource persons, particularly in legal education, who have been invited to make presentations in the schools. The first part of the paper prepares resource persons for giving successful presentations by increasing their awareness of educational objectives being sought, the background, ages, and level of experience of the audience. The second part addresses activities and strategies designed to gain active participation by involving the students through: (1) brainstorming, to stimulate discussion; (2) rank ordering, to help students identify priorities within their own value system; (3) role playing, to give students personal experience playing the roles of various government officials; (4) hypotheticals, to describe typical situations and elicit appropriate responses; (5) policymaking, to help students learn to formulate policies or rules to be used for specific purposes; (6) questioning, to evoke different responses from students; and (7) field trips, to develop an understanding of how government or the judicial system works. The last part of the paper stresses the importance of concluding remarks in making a lasting impression on the student. (LH)

ED 232 905 SO 014 778

America: The Trillion Dollar Lemonade Stand. Fundamentals of Free Enterprise, No. 1. Revised.
American Fletcher National Bank and Trust Co., Indianapolis, IN.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Capitalism; Competition; Consumer Economics; *Cost Effectiveness; *Economic Progress; Economics Education; Efficiency; *Entrepreneurship; High Schools; *Input Output Analysis; Investment; Labor Utilization; Productivity; Risk; Small Businesses; *Social Exchange Theory
IDENTIFIERS- *Free Enterprise System; PF Project; Profit

IDENTIFIERS- *Europe; Europe (East); Europe (West); PF Project

Teaching about Europe, past and present, is the topic of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 8 citations from "Resources in Education" (RIE); (2) 5 citations from "Current Index to Journals in Education" (CIJE); (3) 22 commercially available "Student and Teacher Materials" (10 textbooks and student resources, 6 multimedia materials, and 6 teacher resources); (4) 5 related professional organizations that may prove helpful in this area; and (5) 4 journals and newsletters. (DC)

ED 232 922 SO 014 805

Reference Sheet on United States History.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

PUB DATE- Apr 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)

DESCRIPTIONS- Annotated Bibliographies; Educational Games; Elementary Secondary Education; History Instruction; History Textbooks; *Instructional Materials; Nonprint Media; Professional Associations; *Resource Materials; Simulation; *United States History

IDENTIFIERS- PF Project

Teaching United States History is the topic of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 9 citations from "Resources in Education" (RIE); (2) 10 citations from "Current Index to Journals in Education" (CIJE); (3) 48 commercially available "Student and Teacher Materials" (23 textbooks, 5 supplementary print materials, 8 audiovisual materials, 5 games and simulations, and 7 teacher resources); (4) 5 related professional organizations that may prove helpful in this area; and (5) 6 journals and newsletters. (DC)

ED 232 923 SO 014 806

It is the only part of the Netherlands where part of the land is more than 200 metres above sea level, the only region where economic development has resulted mainly from mineral extraction, and it is international in character. Discussed are the origin of the landscape, mineral extraction, agriculture, coal mining and restructuring, boundaries, and excursion routes. Statistical data on land use, demography, the economy, agriculture, mineral extraction, manufacturing, and trade are dealt with in the second section. The third section contains brief notes on traffic, civil engineering work, and physical planning. The concluding section describes the aims and activities of the Information and Documentation Center for the Geography of the Netherlands. The appendices contain a bibliography and an index to topographical maps. (RM)

ED 232 939 SO 014 914

Jacobsen, Judith
Promoting Population Stabilization: Incentives for Small Families. Worldwatch Paper 54.
Worldwatch Inst., Washington, D.C.
SPONS. AGENCY- United Nations Fund for Population Activities, New York, N.Y.
REPORT NO.- ISBN-0-916468-53-4
PUB DATE- Jun 83
AVAILABLE FROM- Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, DC 20036 ($2.00, quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Birth Rate; Change Strategies; Community Resources; Contraception; Depleted Resources; Family (Sociological Unit); *Family Planning; Family Programs; *Family Size; Fines (Penalties); *Incentives; Motivation; *Overpopulation; Population Education; *Population Growth; Rewards
IDENTIFIERS- China; India; *Population Control; Population Information; Population Policies; Sterilization

A wide variety of incentive and disincentive programs are presented in an effort to stabilize the population and prevent bankruptcy of physical, economic, and social resources, particularly in countries like India and China. Following an introduction, the document discusses several programs, including (1) the use of small one-time payments for individuals who become sterilized and to family planning workers or doctors for each acceptor recruited; (2)

Taiwan's 9 universities, 17 colleges, and 76 junior colleges. Taiwanese high schools offer scholarships and government subsidization with military training required as part of the curriculum. Post high school education might include Chinese Opera School, Taiwan Normal University for teacher training, or officer's candidate schools. Emphasis is placed on ethics and morality as well as subject matter and strict adherence to dress codes and the lack of vandalism reflect the discipline and respect for authority found in Taiwan's schools. In conclusion, Taiwan's booming economy is indicative of the Taiwan government's success in meeting their nation's educational needs. (LH)

ED 232 954 SO 014 936

Tankard, James W., Jr.
Belief Structures of Students For and Against the Nuclear Freeze.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Attitude Measures; *Beliefs; *Disarmament; Graduate Students; Higher Education; *National Defense; *Nuclear Warfare; Political Issues; Public Policy; Social Science Research; *Student Attitudes; Tables (Data); Undergraduate Students
IDENTIFIERS- *Nuclear Freeze

An investigation of college students' belief structures underlying their support or non-support of a nuclear freeze revealed a three-dimensional structure for beliefs in the areas of nuclear weapons and national defense. A questionnaire containing 25 belief statements concerning national defense and nuclear weapons and 4 media use questions was administered to 112 students. Participants, both graduate and undergraduate students, checked one of five responses on a scale ranging from "strongly agree" to "strongly disagree." Approximately 74 percent supported a nuclear freeze. A three-dimensional chart was constructed showing locations of supporters and non-supporters of seven policy statements on the questionnaire. Two distinct clusters emerged. One group favored a strong defense, believed in survival after a nuclear war, and believed that nuclear war is not imminent. The second group favored a strong defense, believed that a nuclear war is not survivable, and believed that nuclear war is imminent. However, positions did not differ so much on the imminence dimension as on the defense and

Responsibility

This health education curriculum guide consists of two major sections: a list of health education objectives and a family life education content outline. Each section is subdivided by grade levels, kindergarten through 12. Health education objectives for each grade level are organized into six topic areas: mental health, physical health, community health, safe living, substance abuse, and family life. The family life course includes information on human reproduction, social values relating to sexuality, and responsible citizenship and parenting. (JD)

ED 232 969 SP 022 707

Beyrer, Mary K.; Solleder, Marian K.
A Directory of Selected References and Resources for Health Instruction. Third Edition.
National Center for Health Education, Concord, CA.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.; EXXON Education Foundation, New York, N.Y.
PUB DATE- Jul 81
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Elementary Secondary Education; *Health Education; *Health Materials; Health Needs; Higher Education; Instructional Materials; Periodicals; Professional Associations; Research Tools; *Resource Materials

This three-section directory provides selected references and resources on health education, focusing primarily on those materials designed for health instruction. Section 1 contains textbook references and includes personal and community health education texts for all school/college levels. Topical areas such as nutrition, death and dying, and sexuality are covered, and the section also focuses on textbooks for the professional student in community health. Section 2 provides resources for health instruction and is composed of carefully updated lists of agencies and organizations, journals, and reference sources. Section 3 presents indexes of articles in seven journals of interest to health educators. These are: (1) "American Journal of Public Health" (1970-79, selected); (2) "Health Education" (1970-79); (3) "Health Education Monographs" (1970-78); (4) "Health Values" (1977-79); (5) "International Journal Of Health Education" (1970-79); (6) "The

ED 232 984 SP 022 843

Fersh, Seymour
Becoming Self-Educating and Culture-Creating by Being Educated Trans-Culturally.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Cross Cultural Training; *Cultural Awareness; Cultural Differences; Empathy; Global Approach; Humanistic Education; Independent Study; *Individual Development; Individual Differences; International Education; *Values Clarification

In the past, the process of education was one of training--the learner was encouraged to follow the ways of priests, parents, professors, and patriarchs. This system works well as long as two conditions exist: if there are few modifications in the society and if people remain in the same place. Increasingly, the opposite conditions are true: few, if any, places are escaping rapid changes, and fewer people live out their lives in their birthplaces. These new conditions create new human needs, one of which is the development of better prediction of future developments and preferences. Individuals also need to encounter culturally different views, so that they are reminded that viewpoints are cultural rather than natural and that potential beliefs and behavior are not limited to original cultural inheritance. Learning about and from other peoples and cultures will increase knowledge and awareness, and complement individual and general insights. Individuals need to become their own teachers and continue the process of self-education. No content can serve this purpose better than cultural studies. Through involvement and purposeful study, individuals can be helped to develop desirable qualities of empathy, humility, humor, respect, gratitude, honor, puzzlement, and an overall sense of what it is to be human. (JD)

ED 232 985 SP 022 844

ED 233 000 SP 022 859

Liang, Sheng-Yung
The Prospect of the Development of Teacher Education in the Republic of China--An Explorative Analysis from a Statutory Viewpoint.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Change Strategies; College Role; *Educational Change; *Educational Development; Educational Legislation; Educational Needs; Elementary School Teachers; Foreign Countries; Futures (of Society); Higher Education; Preservice Teacher Education; Secondary School Teachers; *Teacher Education; Teacher Qualifications; Teacher Recruitment
IDENTIFIERS- *Taiwan

Due to rapid social changes, the government of the Republic of China instituted in 1979 the "Teacher Education Statute," which incorporated the training of both elementary and secondary school teachers. This was followed by legislation in the form of bylaws that prescribed the ways and means of the program's implementation. Revision of this current statute is inevitable and probably will take place in five years. The revision will stipulate that public normal colleges and universities still manage the education of elementary and secondary school teachers, but junior normal colleges be converted to senior colleges in order to upgrade the quality of elementary school teachers. All senior school teachers will be required to have a masters degree; all junior high school teachers will need a bachelors degree. Other suggestions for the revision include: (1) better salaries or more substantial government scholarships and allowances in order to attract prospective teachers; (2) possible revision of the post-baccalaureate section for vocational school teachers; (3) reinforcement of culturally oriented courses for students; and (4) systematization of inservice teacher training programs. (JMK)

Primary School Mathematics in Tanzania Mainland. African Studies in Curriculum Development & Evaluation. No. 64.
African Curriculum Organisation.; German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Developing Nations; Elementary Education; Elementary School Mathematics; Foreign Countries; *Instructional Materials; *Mathematics Education; *Mathematics Teachers; Preservice Teacher Education; *Program Effectiveness; Program Evaluation; *Teacher Education Curriculum; Teacher Effectiveness
IDENTIFIERS- *Tanzania

An investigation was made of the effectiveness of the teacher education curriculum for primary school mathematics teachers in Tanzania. Subjects were a random sample of 8 teacher trainees in each of 4 selected colleges, as well as 4 school principals, 12 tutors, and 16 serving teachers. Data were gathered by means of questionnaires and observations. Results showed that colleges in Tanzania do not have a prescribed mathematics textbook. It was also indicated that topics such as probability, number bases (other than base 10), and intersection and union of sets should be dropped or taught with very little emphasis and that topics such as equations and business arithmetic should be added to the present syllabus. Results indicate that a review of the existing college mathematics syllabus is necessary. Other observations showed that mathematics teachers in primary schools used very few teaching aids, class textbooks were available, and subject matter was fairly well understood by pupils. The poor mathematics background of the teacher trainees was noted by all respondents, and block teaching practice during the first and second year of teacher training was recommended. Samples of the research instruments are appended. (JD)

ED 233 017 SP 022 890

Awuor, Mordoch Ouko
An Examination of Teaching Practice as a Component of Primary Teacher Training in Kenya. African Studies in Curriculum Development & Evaluation. No. 66.
African Curriculum Organisation.; German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.;

comparison to other district students. The majority of Orca students and AES II and AES III program students show average to above average academic achievement. Because the district does not routinely test all high school students, few conclusions can be drawn about the academic achievement progress of Nova students. However, for students tested, median reading, language arts, and math scores on the California Achievement Test (CAT) were in the average to high average range when compared to the national normative sample. (PN)

ED 233 032 TM 830 416

Ayabe, Carol; Peterson, Sarah
A Descriptive Study of the Mesa Public Schools Learning Disability - Extended Program.
Mesa Public Schools, Ariz. Dept. of Research and Evaluation.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Administrator Attitudes; Attitude Measures; Elementary Education; *Learning Disabilities; *Mainstreaming; *Parent Attitudes; Pilot Projects; Program Evaluation; School Attitudes; Special Education; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- Mesa Public Schools AZ

The purposes of this study conducted by the Research and Evaluation Department on the Mesa (AZ) Public Schools Learning Disability - Extended Program (LD-X) were to (1) collect information describing the LD-X student population; (2) assess the degree of phasing of LD-X students into regular classes; (3) determine the perceptions and attitudes of LD-X students, their parents, regular classroom teachers, and principals towards the LD-X program; and (4) make comparisons between pilot and non-pilot LD-X programs. Achievement data were not available during the time of the study. Results of the study included the following: (1) there are approximately four times as many males as females in the LD-X student population; (2) on the average, LD-X students entered a special education program in the second grade; (3) the majority of LD-X students were initially enrolled in a special education program other than LD-X; (4) LD-X students have spent, on the average, a total of 26 months in special education programs; (5) phasing of LD-X students into regular classes is significantly higher from the fall through the spring

ED 233 047 TM 830 475

Schuyler, Nancy Baenen
Illustrating Reports. Publication No. 82.61.
Austin Independent School District, Tex. Office of Research and Evaluation.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - General (130)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Art Materials; Cartoons; *Illustrations; *Layout (Publications); Photographs; *Reports; Research Reports; Resource Materials; School Districts

The Austin Independent School District, Office of Research and Evaluation presents several types of illustrations it has used to make reports more attractive and inviting to readers: (1) clip art collection, (2) other illustration collections, (3) student art, (4) photographs, and (5) press-on lettering and pictures. Suggestions for obtaining and using the different types of art are discussed. (PN)

ED 233 048 TM 830 479

Capie, William
Methodological Issues in Combining Teacher Performance Data for Decision-Making.
PUB DATE- 13 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Check Lists; Decision Making; Educational Assessment; *Evaluation Methods; *Measurement Techniques; Rating Scales; *Standards; State Programs; *Teacher Certification; *Teacher Evaluation; *Teacher Qualifications; Validity

The discussed and illustrated principles regarding teacher performance data and decision making are common sense ideas that have been developed based on a good deal of thought about the definition of minimally acceptable job performances. The presented scoring systems are ways of describing how much a teacher must do in

Five criteria were established to test scale invariance across time and four criteria were established to test scale invariance across groups. Using the Coopersmith Self-Esteem Inventory for Children, six models were developed to test the above criteria with covariance matrices obtained from the responses of 722 Black, White, and Hispanic elementary students. Results indicated that correlated uniquenesses existed across time and this produced an overestimate of the test-retest reliability. In addition, the construct of self-concept was shown to be invariant across the three ethnic groups. Thus, LISREL procedures appear to provide a useful technique for studying scale invariance both within and between subjects. (Author/PN)

ED 233 064 TM 830 512

Delaney, Harold D.; Maxwell, Scott E.
ANCOVA and Repeated Measures: Dealing with Heterogeneity of Regression.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Analysis of Covariance; *Aptitude Treatment Interaction; *Data Analysis; Individual Differences; *Regression (Statistics); Research Design; Research Problems; Statistical Analysis
IDENTIFIERS- *Homogeneity of Regression; *Repeated Measures Design

The data analysis problem posed by a repeated measures design that includes a single observation on a covariate for each subject is considered. The current paper discusses how best to capture a possible dependence of the effect of the within-subject factor on the level of the covariate. Procedures originally explicated by Rogosa (1980) for dealing with heterogeneity of regression in the between-subjects case are extended to this repeated measures situation. We conclude that such pick-a-point and simultaneous inferential procedures not only provide more powerful overall tests of the within-subject effects but also permit a thorough analysis of the attribute-by-treatment interaction implied by a significant regression of the within effect on the covariate. (Author)

ED 233 081 TM 830 541

Maryland Accountability Testing Program Annual Report.
Maryland State Dept. of Education, Baltimore.
PUB DATE- 1 Jun 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTIONS- *Academic Achievement; Accountability; Achievement Tests; Basic Skills; Educational Legislation; Elementary Education; Grade 3; Grade 5; Grade 8; *Scores; *State Programs; *Testing Programs; *Test Results
IDENTIFIERS- *California Achievement Tests; Iowa Tests of Basic Skills; *Maryland Accountability Assessment Program

The Maryland Accountability Program Annual Report has been developed as a reference document on test data for the public. It provides a survey both of test results and of the progress being made by students attending Maryland public schools in grades 3, 5, and 8. The 1980-81 report is divided into three chapters. Chapter 1 defines educational accountability and introduces the reader to the Maryland Education Accountability Program -- past, present, future. Chapter 2, "Quality Indicators in Maryland Public Education," surveys the status of the state and local school system accountability programs, including a school-by-school summary of test results. Chapter 3, Special Program Areas highlights some of the major educational endeavors being implemented by the state. Other sections include Public Law 7-203 -- the Maryland Education Accountability Program; the statewide goals in reading, writing, and mathematics; a description of the assessment instrument used to measure academic achievement; and information on how to convert grade equivalent scores on the California Achievement Tests to analogous grade equivalent scores on the Iowa Tests of Basic Skills. (Author/PN)

ED 233 082 TM 830 542

Basic Skills Achievement, 1981-82.
Austin Independent School District, Tex. Office of Research and Evaluation.

who wish to relocate in the United States. The two primary goals of sponsorship are defined as giving the refugees freedom and leading them to self-sufficiency. It is suggested that, if the sponsoring family does not know the language of the refugees, one member of the family being sponsored should be literate. In addition, a bilingual dictionary should also be available in order to facilitate communication. It is also recommended that sponsors acquaint themselves with the history, culture, politics, and the circumstances leading to the displacement of the refugees from their countries. Due to cultural differences, it is explained, some refugees put their sponsors in a paternal/maternal role situation in which a suggestion can be misinterpreted as a command; this attitude, however, should not be perceived as weakness on the part of the refugee. Mutual respect for the feelings of each party is stressed as being essential for a good sponsor-refugee relationship. In helping refugees to find work, sponsors are called upon to emphasize the American work ethic as well as the idea that welfare or other public assistance should be viewed only as a temporary measure. Finally, it is recommended that sponsors be aware of and address cultural differences that may affect the adjustment of refugees from other countries. (AOS)

ED 233 096 UD 022 893

Li, Gertraude Roth
Cambodians: The Challenge of Sponsorship. World Relief Ethnic Profile.
World Relief Corp., Nyack, NY.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Adjustment (to Environment); Behavior Patterns; *Cambodians; *Cultural Traits; *Culture Conflict; Culture Contact; *Psychological Characteristics; *Refugees
IDENTIFIERS- *Sponsors

This paper, directed toward Americans who sponsor Cambodian refugees, provides background on these peoples' culture and refugee experience and suggests ways that they might be helped to adapt to life in the United States. It is emphasized that while Cambodians are very cooperative and easy-going, they will need help in a number of areas. In particular, it is recommended that American sponsors explain the value of and attitudes toward work in U.S. society,

ED 233 110 UD 023 017

Carrasquillo, Angela; Carrasquillo, Ceferino
Puerto Rican Return Migrant Youth.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Adjustment (to Environment); Elementary Secondary Education; *Individual Characteristics; Interpersonal Relationship; Language Proficiency; Literature Reviews; *Migrant Children; *Migrant Problems; Migration; *Puerto Ricans
IDENTIFIERS- *Puerto Rico; *Return Migrants

Among Puerto Ricans who have migrated to the United States, a significant number have returned to Puerto Rico, while others shuttle between Puerto Rico and the United States. These groups of people are identified as return migrants. Studies suggest that return migrant youth in Puerto Rico have had to make environmental and cultural adjustments that have shaped their perceptions, concepts of group identity, and world views. Return migrant youth are often characterized as being negatively disposed toward self, inconsistent in behavior, alienated from Puerto Rican culture, and limited in Spanish language skills. At the same time, they are described as possessing initiative, respect for work, discipline, and practicality. Relationships between return migrants and Puerto Rican islanders have not been very positive. The islanders complain about the returnees' contempt for anything indigenous, while the returnees are disillusioned when their expectations about Puerto Rican life and culture turn out to be false. Instead of good living conditions, ideal weather, good job opportunities, and friendship, the returnees find themselves confronting poor living conditions, discrimination, mistrust, and misunderstanding. (MJL)

ED 233 111 UD 023 023

School Uses of Microcomputers. Reports from a National Survey. Issue No. 1.
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 83

of the pathology of children in the program. Classification schemes such as the one described are seen as helpful for treatment planning and permanency planning for abusive parents and abused children. It is also suggested that typological analyses based upon principal personality characteristics and dynamics may aid in formulating primary and secondary child abuse prevention procedures and programs. (Author/RH)

ED 232 776 PS 013 775

Jason, Leonard A.; And Others
Developing Social Skills among Day Care Children.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Behavior Problems; *Day Care Centers; Early Childhood Education; *High Risk Persons; Improvement; Interpersonal Competence; Intervention; Observation; *Preschool Children; Prevention
IDENTIFIERS- *Secondary Preventive Intervention

Constituting a secondary preventive intervention, 61 low SES preschool children attending four inner-city day care centers were provided a program of social skills building exercises. In contrast to primary preventive efforts that focus on a central concern, secondary prevention attends to potentially serious concomitant issues. In this study the central concern was the signs of social or behavioral difficulties some of the children exhibited. The secondary concern was the possibility that individuals selected for treatment might be negatively labelled or stigmatized if singled out. Therefore, entire classes were involved in the program and no child was publicly identified as a target of intervention. Teachers designated 18 children with nascent social or behavioral problems, and a comparison group of 18 non-target children was formed. Delivered to small groups consisting of target and non-target children, the intervention program provided reinforcement of appropriate social behaviors, modelling of prosocial behaviors, use of peer models, and behavioral rehearsal. At the beginning and end of the 8-month intervention, both target and non-target groups were observed 10 times. Results indicated that target children showed significant increases in interacting with other children and significant decreases in playing alone. Decreases were found in

Children in the long-term condition were more cooperative and less verbally negativistic in the presence of their mothers and cooperated more in the absence of their mothers than did children in the short-term condition. Implications of the findings for models of parent/child interaction were considered. (Author/RH)

ED 232 791 PS 013 804

Marschark, Marc; West, Sue A.
Creative Language Abilities of Deaf Children. Research Bulletin #1.
North Carolina Univ., Greensboro.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Adolescents; Comparative Analysis; *Creativity; *Deafness; *Figurative Language; *Language Skills; *Sign Language; Story Telling; Videotape Recordings

Flexibility and creativity in the language of deaf children were investigated by requesting four deaf and four hearing youths to generate stories on themes supplied by an experimenter. One theme concerned finding a new civilization in the center of the earth; the other centered on awakening one day to discover that animals and people had changed roles. Children's storytelling behavior was videotaped and examined for instances of nonliteral communication. Analyses indicated that, in addition to the traditional categories of novel and frozen tropes, both deaf and hearing students' stories contained four other types of creative language device: gesture, pantomime, linguistic modification, and linguistic invention. Contrary to previous claims that deaf children are extremely rigid and literal in their language use, deaf subjects showed considerable nonliteral language use when evaluated in sign rather than vocal language. It was found that deaf students produced traditional types of figurative constructions at a rate equal to that of their hearing age-mates and surpassed hearing students in the four other categories. These findings are discussed in terms of cognitive skills required for and reflected by figurative language use and are related to common assumptions about the associated abilities of deaf children. (Author/RH)

Women in Migration: A Third World Focus. Summary.
International Center for Research on Women, Washington, D.C.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, D.C. Office of Women in Development.
PUB DATE- Apr 81
GRANT- AID/otr-G-1592
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Age; Demography; *Developing Nations; Economic Factors; *Economic Status; Employment Patterns; Family Status; *Females; Foreign Countries; Males; Marital Status; *Migrants; *Migration Patterns; *Rural to Urban Migration
IDENTIFIERS- Africa; Asia; Central America; Middle East; South America

A study of women in migration in Third World countries since 1960 reveals that, contrary to assumptions, more women are migrating autonomously from rural to urban areas in an often unsuccessful effort to improve their economic status. The results of the study of migration patterns in Africa, Asia, Central America, South America, and the Middle East show that males generally dominate the migrant population under age 50, while females dominate the population over age 50. Central and South America are exceptions. Women migrate to join their spouse or family; find a spouse; improve their economic situation; or take advantage of better schools, housing, and medical facilities in urban areas. Most women migrants are either under 25 or over 50 years old. The younger women tend to be single; the older women are separated, divorced, or widowed. Women migrants, who have the lowest educational level among migrants, tend to migrate from rural areas to large urban centers where they accept the lowest paying, lowest status jobs. Migration apparently causes greater instability and divorce but improves women's status within the family. Policymakers must restructure social services and urban and rural development policies to respond to the needs of the autonomous female migrant. (SB)

ED 232 807 RC 014 216

Youssef, Nadia; And Others
Women in Migration: A Third World Focus.
International Center for Research on Women, Washington, D.C.

IDENTIFIERS- Wisconsin

A research study on the future of organized camping investigated future factors which may affect leadership of camping programs in Wisconsin and throughout the country. Objectives were to: identify 50 experts on organized camping who would participate in a 3-round Delphi study on the future of camping; generate consensus among the experts concerning future challenges/trends in camping, educational needs of camp administrators, future role of professional organizations; report and publish information on challenges/trends affecting organized camping for the next 5 to 10 years; develop a model curriculum to train camping professionals at the University of Wisconsin-Madison and possibly elsewhere; and develop scenarios on the future of organized camping and obtain feedback from professionals, staff, educators, students, business affiliates, camp boards, volunteers and participants. Findings included: major challenges to organized camping will be management effectiveness, costs, camp operations, program services, changing needs/values of youths and adults; and future camping administrators should be trained in college and on the job, in human relations, business management, leadership, problem solving, program development and social sciences. Questionnaires, results, the model curriculum for educating camp administrators, scenarios on the future of organized camping, and recommendations for continuing education and professional organizations are presented. (MH)

ED 232 821 RC 014 238

Swan, Malcolm, Comp.; And Others
Research in Outdoor Education: Summaries of Doctoral Studies. Volume 3.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. Council on Outdoor Education.
PUB DATE- 83
AVAILABLE FROM- AAHPERD Publication Sales, 1900 Association Dr., Reston, VA 22091 ($3.60 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Abstracts; Administration; Annotated Bibliographies; Camping; Conservation Education; *Doctoral Dissertations; Educational History; Elementary Secondary Education; *Environmental Education; Evaluation; Field Experience Programs; Higher Education; Organization; *Outdoor Education; *Program Development; Program

Alaska Univ., Fairbanks. Inst. of Social, Economic, and Government Research.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 83
GRANT- NIE-G-79-0153
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Adults; *Comparative Analysis; Cultural Influences; *Group Behavior; Group Dynamics; Group Structure; Individual Characteristics; Leaders; *Leadership Styles; Leadership Training; Learning Activities; *Learning Experience; Meetings; *Organizational Effectiveness; Organizations (Groups); Parent Attitudes; Parent Influence; *Parent Participation
IDENTIFIERS- Boy Scouts of America; *Scoutmasters

Troop ideology as defined by the scoutmaster and other involved adults radically altered the learning experiences of boys in two Boy Scout troops, even though both adhered to the official program. Using observation and interviews, researchers studied all aspects of the troops over 7 months. One troop, whose scoutmaster was benevolent and easy-going, perceived scouting as fun. Meetings were loose, raucus, and often unorganized. Formal meeting activities such as planning and learning groups quickly disintegrated into joking and play. Troop leadership and responsibility were centralized in the hands of a few senior boys who were frequently unprepared. Parents rarely participated in troop activities, preferring to donate money instead. The boys learned to function in a peer culture. The other troop, whose scoutmaster was a no-nonsense man with a strong work ethic, held elaborate, formal, organized, and quiet meetings. Meeting activities were serious business. Leadership and responsibility were spread among all the members, supported by a stable system of informal adult roles. Parents frequently participated in troop activities, especially fund-raisers. Keen observers of the adults, the boys learned responsibility and leadership. The comparison showed how organizations create an informal culture that can support or undercut official educational goals. (SB)

ED 232 835 RC 014 253

Gillespie, Francis P.; And Others
Public Policy and Ethnic Codes: A Sensitivity Analysis of Hispanic Vital Statistics.

Cooper Union, New York, N.Y.; Educational Facilities Labs., Inc., New York, N.Y.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- NSF/SED-82031-A
PUB DATE- Dec 82
GRANT- SED-79-19004-797775
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Communication (Thought Transfer); Competence; *Curriculum Development; Curriculum Evaluation; *Engineering Education; Higher Education; *Problem Solving; *Program Evaluation; Science Education; Undergraduate Study; *Values Clarification
IDENTIFIERS- *Engineering Curriculum; National Science Foundation

A 3-year project was designed to increase students' abilities to perform competently as professional engineers. The project sought to infuse into existing courses concern for, practice with, and development of three competencies critical to professional success: problem-solving, communication, and value clarification. Eight elementary and advanced courses, representing about a sixth of a student's total courses were modified over the 3-year period and were taught to one or more of three successive classes of students recruited for the project. This booklet reports highlights of the experiences in modifying and teaching the competence-oriented courses. Included are discussions of project goals, course modifications, and evaluation of results and impacts. Course modifications are discussed under the following heading: focus on professional practices; study guides and assessment manuals; students working as teams; presentations by students to students; videotaping; variety of assignments and use of simulated real-life situations; and assignment periods. Among the evaluation results/impacts reported are those indicating that: (1) the communication competency was the most successful of the three competencies introduced, (2) the teaching of competence did not decrease subject matter emphasis in course work, and (3) the modification of only a small portion of courses can have a major impact on student competence development. (JN)

ED 232 849 SE 042 621

Bussard, Ellen
Professional Competence Development at the Cooper Union School of Engineering. Project Report.

Science Foundation

GLISP is a high-level computer language (based on Lisp and including Lisp as a sublanguage) which is compiled into Lisp. GLISP programs are compiled relative to a knowledge base of object descriptions, a form of abstract datatypes. A primary goal of the use of abstract datatypes in GLISP is to allow program code to be written in terms of objects, but independent of the actual implementation of objects; this allows the same code to be effective for objects which are implemented in different ways. An integrated programming environment is provided by the language, which includes editors for programs and datatype descriptions, interpretive programming features, and a display-based inspector/editor for data. GLISP program syntax includes PASCAL-like control structures and infix arithmetic expressions. In addition, the GLISP language is easily extendable. Operator overloading for user-defined objects occurs when arithmetic operators are defined as messages for those objects. The compiler can compile optimized code for access to objects represented in user-specified "representation languages," including database systems; GLISP has thus far been interfaced to the representation languages GIRL and LOOPS. GLISP is fully implemented and is available for six different dialects of LISP. (JN)

ED 232 862 SE 042 636

Growth in Neuroscience May Be Leveling Off. Science Resources Studies Highlights.
National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
REPORT NO.- NSF-83-314
PUB DATE- 20 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- College Faculty; *College Science; *Doctoral Programs; *Employment Opportunities; Full Time Faculty; *Graduate Students; Higher Education; National Surveys; *Neurology; Postdoctoral Education; Science Departments; Science Education; *Science Programs

Major findings of a survey of 188 universities and colleges that constitute the universe of higher education institutions with doctoral-level programs in neuroscience are highlighted and discussed in this brief report. Areas considered included graduate students, doctoral recipients, postdoctoral trainees, principal areas of concentration, administrative/organizational structure, the rationale used in each of its elements. Information is presented in six sections and nine appendices. Establishment of education program priorities and initial efforts are discussed in the introduction. Identification of Oceanic Education Activities for Great Lakes School (OEAGLS) topics, creation of activities, and evaluation methods are discussed in the second section (development process). Dissemination programs are considered in the third section, focusing on activities during the development process, infusion program, awareness component, implementation component, and future directions for teacher education. Summative evaluation of OEAGLS and infusion programs are discussed in the fourth section. Efforts in higher education and nonformal education efforts (radio, museum programming, television) are briefly reviewed in the last two sections. Information provided in appendices includes: sample pretest used in OEAGLS development; teacher evaluation forms for OEAGLS pilot testing; "Water Education Curriculum" (description of OEAGLS evaluation); Middle Sea newsletter; OEAGLS catalog; paper on marine and aquatic education (includes resource materials lists); implementation workshop syllabus/evaluation forms; and a research study (Ohio Students' Knowledge and Attitudes about the Oceans and Great Lakes). (JN)

ED 232 876 SE 042 653

Schlenker, Richard M.
Minutes of the 1980 National Marine Education Association Annual Board of Directors Meeting.
PUB DATE- Oct 80
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Conferences; *Environmental Education; *Governing Boards; Marine Biology; *Marine Education; Meetings; Oceanography; *Professional Associations; *Program Descriptions; Science Education; *Workshops
IDENTIFIERS- *National Marine Education Association

Minutes of the 1980 National Marine Education Association annual board of directors' meeting are presented in this document. Included are 16 appendices (representing a major portion of the document) containing materials prepared for the meeting. These materials, which reflect the major areas addressed during the meeting, include: 1980 board of directors meeting agenda; association operations

GRANT- HD-5876; MH-06275; SES-80-10640

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Comparative Analysis; *Educational Attainment; *Education Work Relationship; *Employment Level; *Family Characteristics; Longitudinal Studies; *Males; Models; Multiple Regression Analysis; Research Methodology; *Siblings; Socioeconomic Status

Skeletal models of the regression of occupational status on schooling that correct for response variability and incorporate a variance component structure are presented. The models were derived from an analysis which used multiple measurements of educational attainment and occupational status for 518 male high school graduates and their brothers. The first section of the document compares the simple regressions of occupational status on schooling between brothers without correcting for response variability. Section 2 specifies a structural model with distinct regressions of occupational status on schooling for families, primary respondents, and brothers. Section 3 develops a measurement model for regressions of status on schooling and compares the corrected regressions of primary respondents and their brothers. Section 4 combines the measurement model with a family variance component structure. The remainder of the document discusses possible elaborations and extensions of this work. (KC)

ED 232 891 SO 014 508

Ward, Dana

Genetic Epistemology and the Structure of Belief Systems: An Introduction to Piaget for Political Scientists.

PUB DATE- Sep 82

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Beliefs; *Cognitive Development; *Developmental Stages; *Egocentrism; Epistemology; *Political Attitudes; Political Science; *Research Methodology; Social Science Research

IDENTIFIERS- *Piagetian Theory

Suggesting that the concept of structure employed by political scientists in the analysis of belief systems is inadequate and

Maximization; United States

Designed for high school economics students as a public service project of the American Fletcher National Bank, the booklet examines the American free enterprise system as it relates to the traditional lemonade stand and its ability to make a profit. The parallel is made by considering some basic principles: (1) the constant need for capital to keep businesses growing; (2) the continuing push to develop goods and services which will be acceptable to the buying public; (3) the steady obligation to meet payrolls and other operating expenses and to pay back shareholders for their investment; and (4) the growing demand by government for a bigger bite of corporate profits through taxation. Examples of the way the entire business system in America has grown from humble beginnings to being the most productive, efficient economic system in the world today are seen in: the evolution of Ford Motor Company from a machinist's apprentice tinkering with an experimental gas engine; the Gillette enterprise created by a traveling salesman who deplored sharpening razors; and Disneyland and Disney World stemming from an advertising illustrator working in a garage studio. The document emphasizes that competition for profit increases efficiency while forcing down prices, thus providing an increasingly higher standard of living, higher pay, and a larger middle class than anywhere else in the world. (LH)

ED 232 906 SO 014 779

Plain Talk About Profits. Fundamentals of Free Enterprise, No. 2. Revised.
American Fletcher National Bank and Trust Co., Indianapolis, IN.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Capitalism; Competition; Consumer Economics; *Cost Effectiveness; *Economic Progress; Economics Education; Efficiency; *Entrepreneurship; High Schools; Investment; Living Standards; Resource Allocation; Risk; *Social Exchange Theory; Tax Allocation
IDENTIFIERS- *Corporations; *Free Enterprise System; PF Project; Profit Maximization; United States

Designed for high school economics students as a public service project of the American Fletcher National Bank, the booklet examines the fundamentals of the profit system in attempts to dispel common

Reference Sheet on Women's Studies.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Educational Games; Elementary Secondary Education; *Instructional Materials; Nonprint Media; Professional Associations; *Resource Materials; Simulation; Textbooks; United States History; *Womens Studies
IDENTIFIERS- PF Project

Women in the United States, past and present, is the focus of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 13 citations from "Resources in Education" (RIE); (2) 7 citations from "Current Index to Journals in Education" (CIJE); (3) 28 commercially available "Student and Teacher Materials" (10 textbooks and supplementary print materials, 6 multimedia materials, 3 games and simulations, and 9 teacher resources); (4) 5 related professional organizations that may prove helpful in this area; and (5) 2 journals and newsletters. (DC)

ED 232 924 SO 014 807

Reference Sheet on Social Studies for the Gifted and Talented.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Academically Gifted; Annotated Bibliographies; Elementary Secondary Education; *Instructional Materials; Professional Associations; *Resource Materials; *Social Studies; *Talent
IDENTIFIERS- PF Project

Teaching social studies to gifted and talented students is the incentives that improve welfare such as deferred incentive schemes like the "No-Birth Bonus Scheme" by private industry or government pension programs, in which accounts are credited with later collection contingent upon success in having a small family; (3) community development incentives in which whole villages are rewarded with development programs if the birth rate falls; (4) penalization of large families by imposing costs or withholding benefits; (5) emergency measures such as India's compulsory sterilization and China's one-child policy; and (6) expansion of the role of other incentive and disincentive schemes such as paying women to remain childless longer and developing programs to improve the lot of women. Also provided are four data tables illustrating countries offering small, one-time payments; average number of living children of women undergoing sterilization; fertility declines of all of India and the Tea Estates with and without "No-Birth Bonus" schemes; and Singapore's birthrate from 1960-1982. (LH)

ED 232 940 SO 014 915

DuVall, Charles R.
A Study of Teachers' and Principals' Views of Sponsored Educational Materials That May Be Provided Schools by Consumers Power Company--Part V: High School Social Studies and Science Teachers.
DuVall (Charles R.) & Associates, South Bend, Ind.
SPONS. AGENCY- Consumers Power Co., Jackson, Mich.
PUB DATE- 26 May 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Administrator Attitudes; Audiovisual Aids; *Curriculum Evaluation; Educational Research; High Schools; Industry; Organizations (Groups); *Science Instruction; *Social Studies; Supplementary Reading Materials; *Teacher Attitudes
IDENTIFIERS- *Free Materials

The opinions of senior high school social studies and science teachers concerning use of free materials sponsored by Michigan's Consumer Power Company (CPC) are reported. The study was concerned with teacher assessment of sponsored materials and factors which may have an affect upon the use of the materials with their classes. Opinionaires were mailed to principals of all private and public high schools in Michigan who were on the mailing list for CPC's catalog of free and inexpensive teaching materials. The mailings survival dimensions, suggesting that an appeal to the imminence of nuclear war is not effective either for supporters or opposers of the freeze. The questionnaire, data tables, and charts are included. (KC)

ED 232 955 SO 014 939

Hobbs, Heidi H.; Moreno, Dario V.
In Search of Consensus: Role Versus Belief Systems in Bureaucratic Bargaining. An American Foreign Policy Simulation (AFPS).
University of Southern California, Los Angeles. School of International Relations.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Beliefs; Bureaucracy; Conflict Resolution; Curriculum Evaluation; *Decision Making; *Foreign Policy; Higher Education; *International Relations; *Role Perception; *Simulation; Values
IDENTIFIERS- Bureaucratic Bargaining (Simulation)

Reported are results from two runs of the simulation "Bureaucratic Bargaining," developed to help students understand the inherent tension between roles and belief systems in American foreign policy decision making. To determine their belief systems, 165 students enrolled in an introductory international relations course were tested with a simplified version of the Holsti-Rosenau belief system questionnaire. Students were then divided into three types of teams: (1) conformist (belief systems were in harmony with role expectations of the team); (2) nonconformist (belief systems were in conflict with their bureaucratic mission); and (3) mixed. In all groups, the major decision was on whether or not to intervene in a civil war in the Philippines. As students negotiated with one another to arrive at a team policy, it was evident that role was more potent than beliefs in decision making. Feedback from students, obtained from debriefing sessions following the two runs and written essays they were asked to prepare, indicated that the simulation has potential as a teaching tool. Included in the appendices are the belief system questionnaire and the instructor's manual to the game. (RM)

Journal of School Health" (1968-79); and (7) "Journal of the American College Health Association" (1970-79). Few books published before 1970 will be found in this directory, as the authors made an effort to keep the resources as current as possible. (JMK)

ED 232 970 SP 022 725

Croll, Valerie J.; Shank, Kathleen S.
Regular Educators Specialized Training. Review of the Literature.
Eastern Illinois Univ., Charleston. School of Education.
PUB DATE- 83
GRANT- G008200356
AVAILABLE FROM- School of Education, Eastern Illinois University, 210 Buzzard Building, Charleston, IL 61920 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Delivery Systems; Higher Education; Individualized Education Programs; *Inservice Teacher Education; *Mainstreaming; Needs Assessment; Normalization (Handicapped); *Preservice Teacher Education; *Program Development; *Program Implementation; Special Education; Teacher Attitudes
IDENTIFIERS- Deans Grant Project

Literature on the topic of preparing teachers for mainstreaming was reviewed, with focus on research and writings involving: (1) teacher attitudes toward mainstreaming; (2) teachers' expressed needs in regard to mainstreaming; (3) development of preservice education programs which provide a base of knowledge and experience in mainstreaming; (4) inservice program needs for regular teachers; and (5) Deans' Grant Programs. Appended to the study are: (1) a checklist of individual skills required by elementary and secondary school personnel in mainstreaming programs; (2) a discussion of 10 clusters of teacher competencies relating to the implementation of training programs for teachers who will be working in mainstreamed classrooms (recommendations are included for each competency); (3) a paper presenting a general model for a teacher preparation program and a system for evaluation and planning such a program; and (4) an outline for a comprehensive inservice training program on mainstreaming. (JD)

Bush, Robert N.
The Beginning Years of Teaching: A Focus for Collaboration in Teacher Education.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Beginning Teachers; *Cooperative Programs; Educational Research; Higher Education; *Internship Programs; On the Job Training; *Teacher Certification; Teacher Education; Teacher Orientation; *Teaching Experience; Training Methods; Work Experience Programs

A proposal is made for a program focusing on the transition period between preservice and inservice teacher education. The first phase of the program would be attainment of a strong liberal arts background, culminating in a B. A. degree, containing little or no pedagogical theory or practice. The second, or training phase, would consist of an internship/externship/residency sequence of positions lasting from 2 to 6 years. These positions would be located in training complexes and in individual schools within them. The training complexes would consist of teacher trainers from institutions of higher education, personnel of the local education agencies, and community representatives. One feature of this phase would be a collective effort on the part of all participants to improve the school. The intern would received extensive practice, assistance, observation, feedback, and experience in different levels of teaching and in different classrooms during this phase. The third phase, involving assessment and examination for admission to practice, would come when the trainee felt equipped and ready, and would take place over a period of several months, interspersed with or even as an integral part of the trainee's regular work in the school. Also discussed in detail are the problems in teacher education that this proposal addresses and requirements to make such a system work. (JD)

ED 232 986 SP 022 845

Pajuelo, Maria Marta
Challenges of the Twenty-First Century for Latin American Education.
PUB DATE- Jul 83
LANGUAGE- English

ED 233 001 SP 022 860

Roth, Robert A.
The Redesign of Teacher Education in the United States: External Strategies: Competency Testing and State Program Approval.
PUB DATE- 12 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Accreditation (Institutions); *Accrediting Agencies; Change Agents; Governance; Higher Education; Program Evaluation; *Program Validation; State Action; State Departments of Education; *State Standards; *Teacher Education Programs; Testing
IDENTIFIERS- National Council for Accreditation of Teacher Educ

State program approval could significantly influence the redesign of teacher education programs because of its legal authority. This paper reviews the functions of state program approval, and compares these processes with those of national voluntary accreditation organizations, such as the National Council for Accreditation of Teacher Education. State program approval systems differ considerably across the country; their processes, standards, strengths, and weaknesses are discussed. Other areas of discussion include: (1) the probable future relationship between state program approval and national accreditation; (2) the influence of state examinations on the need for a program approval system; and (3) a proposed new basis for program approval, using various evaluations of program outcomes. (SP)

ED 233 002 SP 022 861

Daly, Norene F.
Redesign of Teacher Education: Internal Change Strategies.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Change Strategies; Colleges; Educational Change; Evaluation Criteria; *Higher Education; *Needs Assessment; Organizational Change; *Program Development; *Program Implementation; Teacher Education Programs; Universities

Nairobi Univ. (Kenya).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Developing Nations; Elementary School Teachers; Foreign Countries; Higher Education; Preservice Teacher Education; Program Design; *Program Effectiveness; Schools of Education; *Student Attitudes; Student Teachers; *Student Teaching; Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- *Kenya

This study examines the effectiveness of the student teaching component of primary school teacher training in Kenya by reporting on the results of questionnaires administered to 300 student teachers, 80 program graduates who are not teaching, and 60 college tutors. Chapter 1 details the background of the study, including its purpose, significance, and limitations. Chapter 2 discusses the methodology used and describes the sampling procedure, data collection instruments, and administration of those instruments. Chapter 3 outlines data analysis procedures, administration of teaching practice in the sample colleges, and structure of the teaching practice. Chapter 4 lists findings and recommendations, some of which include: (1) a longer (perhaps six-month) uninterrupted period of student teaching; (2) more opportunities for study of how the administration affects teaching and teachers; and (3) a teacher training program consisting of a year of academic work and professional studies, a half-year for more advanced professional studies, and a half-year for practical teaching. Appendices contain questionnaires and a bibliography. (JMK)

ED 233 018 SP 022 891

Kirui, Paul Martin Kipngetich
A Study of the Factors That Influence the Increasing Repetition and Dropout Rates in Primary Schools in Nandi District of Kenya. African Studies in Curriculum Development & Evaluation. No. 67.
African Curriculum Organisation.; German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

semesters for students in pilot programs than for students in non-pilot programs; and (6) LD-X students, their parents, regular classroom teachers, and principals had generally positive attitudes towards the LD-X Program. Survey instruments and results by school and type of program are appended. (Author/LC)

ED 233 033 TM 830 421

Wright, John
1981-1982 Evaluation Report of The University of Southern California School of Medicine Med-Cor Program: One of the Predominantly Hispanic, Black, Asian and Other Non-Anglo (PHBAO) Programs.
SPONS. AGENCY- Los Angeles Unified School District, Calif.; University of Southern California, Los Angeles.
PUB DATE- 30 Jun 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Achievement Gains; Asian Americans; Black Students; *Board of Education Policy; *College Preparation; *Desegregation Plans; Health Education; *Health Occupations; Hispanic Americans; Secondary Education; *Tutorial Programs
IDENTIFIERS- *Los Angeles Unified School District CA; *University of Southern California

Med-Cor is a program designed to improve the maturation, interest, and academic skill level of junior and senior high school students. The program is jointly sponsored by the University of Southern California School of Medicine and the Los Angeles Unified School District. Students are tutored with the expectation that their academic skills will increase to the extent that they qualify for acceptance by colleges and/or university health professional schools. Participating students are from predominantly Hispanic, Black, Asian, and other Non-Anglo (PHBAO) schools; and consequently, the program is a part of the district's master plan for integration. Med-Cor embraces three specific goals of PHBAO programs, to privide students opportunity to: (1) improve self-esteem, (2) improve levels of academic achievement, and (3) obtain access to postgraduate educational and employment opportunities. The evaluation report covering the summer program of 1981, a follow-up survey of the June 1981 graduates of Med Cor, and the Saturday program conducted during the 1981-82 school year found that the program is meeting its major goal of helping students become qualified and accepted by colleges and/or university health professional schools. (Author/PN) order to be scored positively, i.e., certified or continued in employment. The purpose of the assessment should be considered when the decision-making structure is planned. Since the pattern and nature of the requirements will certainly influence the demands that will be put on the teachers, developers of performance assessment systems would do well to consider how many criteria, categories, and sub-categories a teacher can fail to demonstrate, and still be called acceptable. Generalizability procedures can help determine the effect of alternative procedures, such as varying number of raters, occasions, or items. Whole scores may be more defensible for certification but inappropriate for staff development. (PN)

ED 233 049 TM 830 483

Wigdor, Alexandra K.; And Others
On Developing More Efficient and Imaginative Procedures for Conducting the National Assessment of Educational Progress. Report of the HumRRO Team.
Human Resources Research Organization, Alexandria, Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- HumRRO-FR-PRD-82-1
PUB DATE- Nov 82
CONTRACT- 400-82-0016
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Cost Effectiveness; *Educational Assessment; Educational Research; Elementary Secondary Education; *Federal Programs; Planning; *Program Descriptions; *Program Effectiveness; *Program Improvement; Resource Allocation; Testing; Trend Analysis
IDENTIFIERS- *Human Resources Research Organization; *National Assessment of Educational Progress

This report provides a blueprint for reorganizing the governing structure of the National Assessment of Educational Progress (NAEP) and suggests new procedures of test development and test administration that will increase the interpretability of the assessment while at the same time making more staff and monetary resources available for research and user services. Further, the plan includes provisions for protecting the trend analysis function of NAEP by assuring a satisfactory level of comparability between the new assessment and prior assessments. A number of fundamental changes are necessary if the objectives of greater efficiency and policy relevance are to be met. Among the recommended changes for

ED 233 065 TM 830 513

Babcock, Judith A.
Indexing Combined with Statistical Deflation as a Tool for Analysis of Longitudinal Data.
PUB DATE- 15 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Cost Indexes; *Data Analysis; Decision Making; Economics; Higher Education; *Inflation (Economics); Longitudinal Studies; Resource Allocation; Statistical Data; Statistics
IDENTIFIERS- Higher Education Price Index

Indexing is a tool that can be used with longitudinal, quantitative data for analysis of relative changes and for comparisons of changes among items. For greater accuracy, raw financial data should be deflated into constant dollars prior to indexing. This paper demonstrates the procedures for indexing, statistical deflation, and the use of appropriate price indexes for characteristics could account for 8-21 percent of the Education Price Index or its subindexes are recommended and examples provided. Included are illustrations from aggregates of enrollment, income, and expenditures categories of a state's public institutions that compare actual dollar amounts and equivalent constant dollars, as well as indexes of the actual dollar amounts and indexed constant dollars. (Author)

ED 233 066 TM 830 514

Teddlie, Charles; And Others
The Contribution of Principal and Teacher Inputs to Student Achievement.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Administrator Characteristics; *Administrator Qualifications; Factor Analysis; Institutional

REPORT NO.- AISD-ORE-8130
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTIONS- *Academic Achievement; *Basic Skills; Elementary Secondary Education; Local Norms; National Norms; Scores; *Standardized Tests; *Testing Programs; *Test Norms
IDENTIFIERS- *Austin Independent School District TX; Iowa Tests of Basic Skills; Metropolitan Readiness Test; Sequential Tests of Educational Progress

The Austin Independent School District (AISD) office of Research and Evaluation presents Basic Skills Achievement, 1981-82 (BSA). The BSA answers the following questions: (1) How does AISD student achievement compare to student achievement nationwide? (2) How does AISD's 1981-82 student achievement compare to the achievement of students in past years? (3) How large were the achievement gains made by AISD students in 1981-82? (4) What was the impact of the change in the policy for inclusion of special education students in standardized testing? (5) How did AISD entering first-grade students perform on the Metropolitan Readiness Tests? (6) How do AISD students compare with others taking college admission tests? (7) What do AISD teachers and administrators say about basic skills achievement? (8) How do 1981-82 AISD demographic data compare to past years? (9) What other information should be considered to determine if basic skills have improved in AISD? (PN)

ED 233 083 TM 830 543

Oregon Statewide Assessment 1982. Reading, Writing, and Computing. Summary Report.

Oregon State Dept. of Education, Salem.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Academic Achievement; *Basic Skills; *Educational Assessment; Educational Trends; Elementary Secondary Education; Grade 4; Grade 7; Grade 11; Mathematics Skills; Reading Skills; State Boards of Education; *State Programs; *Testing Programs; *Test Results; Writing Skills
IDENTIFIERS- *Oregon Statewide Assessment Program

standards of hygiene, and the limitations of welfare supplements. Further, the paper explains various Cambodian cultural traits (including those related to family and interpersonal relationships, religion, leadership and organizational attitudes, attitudes toward medicine and illness, and gambling) that American sponsors should understand when dealing with these refugees. Also discussed are interethnic attitudes and conflicts among the major Southeast Asian refugee groups--Khmer, Indochinese, and Vietnamese. Information resources for American sponsors are also recommended. (GC)

ED 233 097 UD 022 894

Li, Gertraude Roth
The Vietnamese: The Challenge of Sponsorship. World Relief Ethnic Profile.
World Relief Corp., Nyack, NY.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Adjustment (to Environment); Behavior Patterns; *Culture Conflict; Culture Contact; Interpersonal Relationship; *Refugees; *Vietnamese People
IDENTIFIERS- *Sponsors

This paper provides information to American families who are interested in sponsoring Vietnamese refugees resettling in the United States. It traces the conditions that resulted in the coming of Vietnamese to this country following the end of American involvement in the Indochinese war and the subsequent unification of North and South Vietnam under a communist government. Misconceptions that many Vietnamese hold upon arrival in the United States--particularly, inflated expectations regarding financial aid--are described, and ways that sponsors can redress these misconceptions are outlined. The paper suggests that sponsors become acquainted with Vietnamese refugees. Briefly discussed are interpersonal and family relationships, mental and physical health, work attitudes, schooling, welfare, religion, privacy, gifts, hospitality, language, and the interpretation of gestures. (AOS)

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Computer Assisted Instruction; *Computer Science Education; Elementary Secondary Education; *Microcomputers; Private Schools; *Programing; Public Schools; *School Surveys; Use Studies

This is the first issue in a series of reports on a national survey conducted to determine the number and primary uses of microcomputers in schools. The survey sample consisted of 2,209 public, private, and parochial elementary and secondary schools in the United States. Findings of the survey (conducted in 1982/83 by means of mailed questionnaires and telephone contact to the schools) indicate that: (1) secondary schools are the largest pre-college users of microcomputers, with emphasis on the teaching of BASIC language programming; (2) 53 percent of schools now have at least one microcomputer for student instruction; (3) the use of microcomputers is growing faster in secondary schools than in elementary schools; (4) elementary schools tend to have only cassette-based microcomputer equipment; (5) small parochial elementary schools and public schools in poorer districts are less likely to have microcomputers; (6) microcomputers are used for both drill-and-practice and for programming instruction, with greater emphasis placed on drill-and-practice by elementary schools and on programmming instruction by secondary schools; (7) social effects outweigh the academic effects of microcomputers; and (8) above-average students benefit more than average or below-average students from the use of microcomputers. (AOS)

ED 233 112 UD 023 025

Peterson, Paul E.; And Others
Making the Grade. Report of the Twentieth Century Fund Task Force on Federal Elementary and Secondary Education Policy and Background Paper by Paul E. Peterson.
Twentieth Century Fund, New York, N.Y.
REPORT NO.- ISBN-0-87078-151-0
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - General (140) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Educational Finance; Educational Policy; *Educational

agressive behavior. Results were viewed with caution due to the study's lack of a control group. (RH)

ED 232 777 PS 013 776

Jason, Leonard A.; And Others
Comprehensive Preventive School-Based Programs.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Behavior Problems; Computer Oriented Programs; Elementary Education; *Elementary School Students; High Risk Students; Mental Health; Prevention; Program Descriptions; *Tutorial Programs

A project was developed to prevent problem behaviors in elementary school students. One of many projects initiated in recent years by the DePaul Mental Health Clinic, this project aims to create an ongoing, self-sustaining cmputer-assisted tutoring program at St. Mary of the Lake, a school located in Chicago's economically disadvantaged Uptown district. In the Comp-Tutor project, 6th-through 8th-grade students learn computer programming and tutoring skills and tutor 1st- through 4th-grade students. Most participants in the program had experienced academic or behavioral difficulties in school, and many of the tutors were reputed to be slow learners and disruptive students. However, program supervisors have enocuntered none of the rebellion or reluctance to learn that teachers often receive from troubled students. Most participants consistently exhibit cooperation and enthusiasm. During sessions, tutors spend 20 minutes working on their own programs and then spend the next 20 minutes helping younger students. Educational software used in the tutoring sessions is carefully selected, and teachers insure that the material is consistent with each child's educational needs. It appears that experience in the use of programming materials facilitates students' cognitive development and the tutoring experience enhances feelings of self-worth. Outcomes of the intervention suggest that projects such as this should be considered by mental health workers interested in making preventive, early interventions. (RH)

ED 232 792 PS 013 807

Derrick, Sara M.; Halsted, Georgia
Self-Concepts of Head Start and Nursery School Children.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; Modeling (Psychology); *Nursery Schools; *Preschool Children; Preschool Education; *Self Concept; Self Esteem; Sex Differences
IDENTIFIERS- *Project Head Start; Social Interest

The purpose of this study was to determine whether self-concepts of Head Start children differed from self-concepts of nursery school children. A total of 90 children attending Head Start programs and 70 children attending proprietary nursery schools participated in the study. The preschool form of the Children's Self-Social Constructs Test, a measure assessing multidimensional aspects of self-concept, was administered. While multivariate analysis of variance with age, group, and sex as factors revealed no age differences, differences with respect to group were found on seven dimensions of self-concept. In comparison with children attending proprietary nursery schools, Head Start children earned lower scores on self-esteem and social interest; identified less with mother, father, teacher, and friends; and revealed greater preference for teacher. Sex differences were found on two items: boys indicated greater preference for father and greater social interest than did girls. Results are briefly discussed in terms of their significance for children's later adjustment and academic achievement. (Author/RH)

RC

ED 232 793 RC 014 025

Reck, Una Mae Lange

SPONS. AGENCY- Agency for International Development (IDCA), Washington, D.C. Office of Women in Development.
PUB DATE- Jun 79
GRANT- AID/otr-G-1592
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Age; Demography; *Developing Nations; Economic Factors; *Economic Status; Employment Patterns; Family Structure; *Females; Foreign Countries; Heads of Households; Males; Marital Status; *Migrants; *Migration Patterns; *Rural to Urban Migration; Sex Differences; Social Status
IDENTIFIERS- Africa; Asia; Central America; Middle East; South America

Spurred in part by the apparent contradiction between recent data on the magnitude of autonomous female migration and the lack of acknowledgment of that data in recent literature, a 1979 study attempted to define women migrants in 46 Third World Countries in terms of age, marital status, socioeconomic status, factors motivating migration, and effects of migration. Because data from publications, national censuses, and studies frequently did not focus on autonomous female migrants, researchers constructed a sex differential migration index. While many regional differences existed in the areas studied (Africa, Asia, Central America, the Middle East, South America), female outmigration generally dominated only among migrants over age 50. Most female migrants were adolescent, in their early twenties, or over 50. Most were single and had less education than male migrants. A growing percentage migrated, often in step-wise fashion, for economic reasons. Having migrated to urban areas, many female migrants found themselves in low-paying, low status jobs. Researchers noted increased family responsibilities for female migrants and for rural wives of male migrants, and the weakening effect of serious economic dimensions of women's migration and on autonomous female migration. (SB)

ED 232 808 RC 014 218

Gilliland, Hap
Chant of the Red Man. A Fable for Americans.
Montana Council for Indian Education, Billings.
PUB DATE- 76
AVAILABLE FROM- Montana Council for Indian Education, 517 Rimrock Road, Billings, MT 59102 (DJ-48, $3.95).

Evaluation; *Teacher Education

Third in a series, this volume contains summaries cf 115 outdoor education dissertations, most written since 1978. Compilers examined studies in environmental, conservation, and outdoor education and included in the volume those containing reference to the field trip or outdoor experience. The criterion definition they applied was the "use of materials and resources found outside the classroom to meet educational objectives." Generally, the studies fall into five categories: (1) program development; (2) organization and administration; (3) historical analysis; (4) teacher education; and (5) evaluation. Listed in alphabetical order by author's name, the summaries include a brief statement of the problem or purpose of the study, a description of the procedure followed, a statement about the results and conclusions, and an order number. The volume contains complete ordering information for copies of dissertations from Xerox University Microfilms and an alphabetical index. (SB)

ED 232 822 RC 014 239

Gillis, Harold Leon, Jr.

The Effects of a Camping/Construction Experience on the Self Concepts, Locus of Control, and Academic Achievement of High School Students.

PUB DATE- Aug 81

AVAILABLE FROM- H. Lee Gillis, 402 Aderhold Hall, University of Georgia, Athens, GA 30602 ($4.00).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)

DESCRIPTIONS- *Academic Achievement; *Camping; Construction Programs; Educational Research; Experiential Learning; Grade 8; High Schools; *High School Students; *Learning Experience; *Locus of Control; Outdoor Education; *Self Concept

IDENTIFIERS- Outward Bound; Rotter Internal External Locus of Control Scale; Tennessee Self Concept Scale

High school students in grades 8-12 participated in an experimental three-weekend camping and construction project designed to measure the personal and social growth potential of a non-risk, challenging, generative-based experience. Twenty-three students were matched and randomly assigned to either an experimental group or a control group. Students in the experimental group camped out and partially constructed a wooden structure on three successive winter weekends.

Texas Univ., Austin. Population Research Center.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Oct 82
GRANT- 805-0799; HD-06160-11A1
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Catholics; *Census Figures; Church Workers; *Data Collection; *Ethnic Origins; Females; *Hispanic Americans; Identification; *Labeling (of Persons); Mexican Americans; Research Methodology; Statistical Bias; Statistical Data
IDENTIFIERS- *Death Records; *Texas

Data from death records of 1,906 Catholic parishes and other entities in 11 Texas dioceses during January to June 1980 were used to estimate sensitivity of Hispanic population data to various identifications of "Hispanic." Self-identification as Hispanic, as on the 1980 census, appeared unreliable; the Census Bureau was expected to recode 1980 census records according to an expanded list of Spanish surnames. The new Texas death certificate asked for father's surname and "Was the decedent of Spanish origin?", but less was known about third-party identification in vital statistics than about self-identification. To check whether Census Bureau and Texas data for estimating Hispanic population accurately identified persons whom local sources classified as Hispanic, questionnaires, accompanied by letters from local bishops encouraging cooperation, were mailed to Texas Catholic pastors, who knew the decedents' backgrounds, asking them to identify Hispanic decedents. Response rate was 100%; 8,163 deaths were tabulated and compared statistically to data from the Texas Bureau of Statistics GUESS computer program, which used linguistic principles to determine origin of surname, and the Census Bureau's improved list of Spanish surnames. Census Bureau and Texas classification programs yielded remarkably similar results; local third-party definition yielded a larger number of Hispanics, especially Hispanic women. (MH)

ED 232 836 RC 014 254

Nadler, Reldan S.
Outward Bound and Confluent Education: A Demonstration Project Accentuating Affective Learning.
PUB DATE- Aug 80

Cooper Union, New York, N.Y.; Educational Facilities Labs., Inc., New York, N.Y.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- NSF/SED-82031-B
PUB DATE- Dec 82
GRANT- SED-79-19004-797775
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Communication (Thought Transfer); Competence; Course Descriptions; *Curriculum Development; *Engineering Education; Higher Education; *Problem Solving; Program Design; *Program Implementation; Science Education; Undergraduate Study; *Values Clarification
IDENTIFIERS- *Engineering Curriculum; National Science Foundation

A 3-year project was developed to increase students' abilities to perform competently as professional engineers. The project sought to infuse into existing courses concern for, practice with, and development of three competencies critical to professional success: problem-solving, communication, and value clarification. Eight elementary and advanced courses, representing about a sixth of a student's total courses were modified over the 3-year period and were taught to one or more of three successive classes of students recruited for the project. These courses included: Basic Humanities; Introduction to Politics; Mechanics; Introductory Physics Laboratory; Environmental Fundamentals; Analytic Geometry, Vectors and Matrices, and Calculus; Engineering Design and Problem Solving; and Linear Systems. This publication reports on the design and implementation of the project and the analysis of results. Included in the design/implementation section are: discussions of the three competencies and levels of proficiency, faculty training, course development, participants, and evaluation methods; a list of questions for observation and analysis during the course of the project; and a chronology of key project events. The questions are used as a framework for discussing project results. Included in the appendices are: key features of course modifications; sample excerpts from class assignments, study guides, and assignment manuals; and a student course evaluation form. (JN)

ED 232 850　　SE 042 622

Bussard, Ellen
Professional Competence Development at the Cooper Union School of

faculty, and employment outlook. Among the findings reported are those indicating: that activities in the field of neuroscience accelerated during the seventies; that the numbers of graduate students and postdoctoral trainees were expected to level off in 1982; that although the leveling off was expected, doctoral production (which reflects enrollments in earlier years) was expected to continue to rise, at least in the short run; that over one-half of the institutions indicated a moderate surplus of job applications compared to openings in 1981/82, with one-fifth reporting a severe surplus; that the growth in the number of full-time faculty also appears to have slowed; and that of the 188 institutions surveyed, only 5 reported having a separate department of neuroscience. (JN)

ED 232 863 SE 042 637

Davies, Brian, Ed.
The Education and Training of Physics Teachers Worldwide. A Survey.
REPORT NO.- ISBN-0-7195-3922-6
PUB DATE- 82
AVAILABLE FROM- John Murray (Publishers) Ltd., 50 Albemarle St., London W1X 4BH., U.K. (5.95 British pounds).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTIONS- College Science; Course Descriptions; *Educational Practices; Elementary Secondary Education; Foreign Countries; Higher Education; *Physics; Program Descriptions; School Districts; Science Education; *Science Instruction; Science Programs; Science Teachers; *Secondary School Science; *Teacher Education; *Teacher Education Programs

The Group Internationale de Recherche sur l'Enseignment de la Physique (GIREP), known in English as The International Research Group on Physics Teaching, is an independent association for the improvement of physics teaching in schools and, to a lesser extent, at the interface between school and university. Provided in this three-part book is information based on surveys, carried out up to 1981 on behalf of GIREP, on the policies and practices in physics teacher education in 33 foreign countries. Part I consists of background information. Part II consists of country-by-country reports from correspondents with diagrams summarizing the systems of education and physics teacher training. These reports give some idea calendar; Curriculum Committee report and directions/goals of this committee; income and balance statement (August 7, 1979 through July 31, 1980); Council of Chief State School Officers Marine Education Activities 1979-1980); Honorary Membership Committee report; annual election information and ballot; Public Relations Committee forms; report on "Current: The Journal of Marine Education" and subscription form; membership category information; marine science education program descriptions; description of Northeast Conference on Marine Education for the Early Adolescent; 1981 conference information; a proposal for developing the Marine Education Network (seeking support for one national and four regional workshops to familiarize state marine education coordinators with marine-related materials, organizations, and programs necessary for diffusion of marine education in their school systems); and proposed 1980-1981 budget. Various committee reports (nominations, honorary and student membership, professional development/continuing education, and others) and other association business are included. (JN)

ED 232 877 SE 042 654

Curriculum Materials 1983. A Guide to the Exhibit of Curriculum Materials at the ASCD Annual Conference (38th, Houston, Texas, March 5-8, 1983).

Association for Supervision and Curriculum Development, Alexandria, Va.

PUB DATE- Mar 83

AVAILABLE FROM- Association for Supervision and Curriculum Development, 225 N. Washington Street, Alexandria, VA 22314.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Directories/Catalogs (132)

DESCRIPTIONS- Art Education; Career Education; Computer Science; *Course Descriptions; *Curriculum Development; Early Childhood Education; Elementary Secondary Education; Gifted; Guidance; Health Education; Home Economics; *Instructional Materials; Kindergarten; Language Arts; Mathematics Education; Physical Education; Reading; Science Education; Second Languages; Social Studies; Special Education; *State Curriculum Guides; *Teaching Guides

This catalog was prepared as a guide for conference participants to use while examining curriculum materials displayed during the 38th Association for Supervision and Curriculum Development annual conference. Materials are listed by the following subject areas:

misleading, the paper discusses Jean Piaget's concept of egocentrism as a theoretical alternative to belief systems analysis. The purpose of the paper is to provide political scientists with a short but comprehensive summary and introduction to Piaget's theory of cognitive development. The first part argues that current measures which, for example, analyze the degree to which respondents' beliefs conform to traditional ideologies (such as liberalism or conservatism) are measures of belief content rather than belief structure. This section demonstrates the weakness of constraint as a measure of structure. The second section, the major portion of the document, presents Piaget's concept of egocentrism. The section's emphasis is that the individual's belief structure is provided by the cognitive system of the mind. Topics include Piaget's "Genetic Epistemology" as the key to the structure of belief systems and egocentrism as the mainspring of genetic epistemology. Specifically, the discussion involves infantile, pre-operatory, concrete operational, and formal operational stages and cooperation as opposed to egocentrism. The final section offers both long-term and short-term methods for incorporating Piaget's theories into political science research. (KC)

ED 232 892 SO 014 515

Carswell, Ronald J. B.; And Others
Children's Recognition of Rural Features from Anaglyphic Representations of Vertical Aerial Photographs.
Calgary Univ. (Alberta). Faculty of Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Cognitive Ability; Educational Research; Elementary Education; Geographic Concepts; *Geography Instruction; Junior High Schools; Learning Theories; *Perceptual Development; *Photographs; *Spatial Ability; *Three Dimensional Aids; *Visualization
IDENTIFIERS- *Anaglyphs; Canada; New Zealand

Three-dimensional (3-D) aerial photographs viewed with cardboard filter glasses (anaglyphs) aid elementary and junior high school students in recognizing physical features, offer a realistic vertical perspective, and have motivational values. A review of research on cognition, perception, and the use of anaglyphs reveals that pictures are an essential part of the perceptual substance from which children's images are constructed. Researchers have suggested

misconceptions held by students. A comparison is made between newspaper carriers and big business entrepreneurs by considering the risks made in investing one's money and energy in an effort to make a profit. Next, reasons for overestimation by the public of the profits of business are pointed out: (1) glowing and often misleading annual reports by corporations; (2) misunderstanding of the terms, "gross profit" and "net profit"; and (3) underestimating the amount corporations pay in federal taxes, labor, shareholder dividends, equipment and expansion. Former newspaper carriers like George McGinnis, Bob Hope, Johnny Bench, John Wayne, former President Herbert Hoover, astronaut John Glenn, and Willie Mays are listed as examples of the way the entire business system in America has grown from humble beginnings to being the most productive, efficient economic system in the world today. The importance to the free enterprise system of competition for profit maximization is stressed. The document emphasizes that well over 90 percent of all the resources available to the federal government for aid to the sick and elderly, for military security, and for countless welfare programs come ultimately from the productivity of the American business system and the profit motive. (LH)

ED 232 907 SO 014 780

Productivity: America's Critical Need to Work Smarter. Fundamentals of Free Enterprise, No. 5. Revised.
American Fletcher National Bank and Trust Co., Indianapolis, IN.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Capitalism; *Competition; Consumer Economics; Economic Progress; Economics Education; *Efficiency; High Schools; Incentives; Inflation (Economics); *Input Output Analysis; Investment; Labor Utilization; Motivation Techniques; *Productivity; Social Exchange Theory
IDENTIFIERS- *Free Enterprise System; PF Project; Profit Maximization; United States

Designed for high school economics students as a public service project of the American Fletcher National Bank, the booklet examines America's decreasing productivity rate in terms of the efficiency. Natural resources, labor, skilled management, and capital are essential to the productive process. When there is an increase in

topic of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 9 citations from "Resources in Education" (RIE); (2) 12 citations from "Current Index to Journals in Education" (CIJE); (3) 24 commercially available "Student and Teacher Materials" (9 student resources and 15 teacher resources); (4) 3 related professional organizations that may prove helpful in this area; and (5) 5 journals and newsletters. (DC)

ED 232 925 SO 014 808

Reference Sheet on Legal Education.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Educational Games; Elementary Secondary Education; *Instructional Materials; *Legal Education; Nonprint Media; Professional Associations; *Resource Materials; Simulation; Textbooks
IDENTIFIERS- PF Project

Law-related education is the topic of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 15 citations from "Resources in Education" (RIE); (2) 9 citations from "Current Index to Journals in Education" (CIJE); (3) 38 commercially available "Student and Teacher Materials" (9 textbooks, 8 supplementary print materials, 7 multimedia materials, 6 games and simulations, and 8 teacher resources); (4) 5 related professional organizations that may prove helpful in this area; and (5) 2 journals and newsletters. (DC)

ED 232 926 SO 014 809

Reference Sheet on Reading in the Social Studies.

also included opinionaires which the principals were asked to distribute to social studies and science teachers. The response rate was 37%. The study revealed a positive attitude toward and acceptance of the educational materials. Teachers welcomed the sponsored materials, provided they were unbiased and relatively free of advertising. No specific recommendations were made at this time, because this study is only the first in a series of six to be undertaken. The opinionaire and responses are included in the appendices which make up over half the report. (RM)

ED 232 941 SO 014 917

Glazer, Nathan; Ueda, Reed
Ethnic Groups in History Textbooks.
Ethics and Public Policy Center, Washington, DC.
REPORT NO.- ISBN-0-89633-064-8
PUB DATE- Apr 83
AVAILABLE FROM- Ethics and Public Policy Center, 1666 Connecticut Avenue, N.W., Suite 300, Washington, DC 20009 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Black History; Cultural Awareness; Cultural Background; Cultural Pluralism; *Ethnic Groups; Ethnic Studies; High Schools; Minority Groups; Modern History; Multicultural Education; Multicultural Textbooks; *Textbook Bias; Textbook Content; Textbook Evaluation; *United States History

Six popular high school American history textbooks are examined to address accusations of overcompensation by textbook publishers as a result of the raised ethnic consciousness of the 1970s. The textbooks are: "Our American Heritage" (Silver Burdett); "The Pageant of American History" (Allyn and Bacon); "A History of Our American Republic" (Laidlaw Brothers); "People and Our Country" (Holt, Rinehart and Winston); "These United States" (Houghton Mifflin); and "Rise of the American Nation" (Harcourt, Brace, Jovanovich). Investigated are how the new textbooks deal with American diversity and whether or not so much attention is given to ethnic groups that the main lines of American history are distorted. Arranged into six chapters, textbooks are evaluated for: (1) similarities in content and format; (2) proportion of space devoted to ethnic groups; (3) treatment of pre-colonial and colonial ethnic groups; (4) treatment of ethnic groups during the American territorial expansion period; (5) treatment of 20th century ethnic

ED 232 956 SO 014 941

Koedel, R. Craig
Local History: Folklore or Documented Fact?
PUB DATE- 24 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Course Descriptions; History Instruction; *Local History; *Primary Sources; School Community Relationship; *Student Projects; *Student Research; Teaching Methods; Two Year Colleges; United States History
IDENTIFIERS- *New Jersey (South)

A syllabus and teaching methods for a community college local history course which focuses on primary sources about southern New Jersey are provided. Emphasis of the course is on how national issues affect local actions. Primary sources dating back to the 17th century are found in documentary collections of local and state archives. The course, entitled "South Jersey History," covers the period from the time of the Lenni-Lenape Indians to the 20th century. Unit topics are the settlement of South Jersey; agriculture and industry; religion and life; South Jersey in the Revolution; the economy, transportation, and Civil War; 19th century industry; the new immigration; and health, welfare, and recreation in the 20th century. Students are required to complete five assignments, all of which require research of primary documents or artifacts. Teaching methods include lectures, slide presentations, and in-class use of primary materials: diaries, journals, muster rolls of militia companies, newspaper articles, maps, committee minutes, and political resolutions. The course work can extend into the community through lectures, workshops, and publication of materials produced in class. (KC)

ED 232 957 SO 014 942

Blackburn, Guy; And Others
"So You Want to Revise Social Studies, Now What?" A Starter Kit for

ED 232 971 SP 022 726

Croll, Valerie J.; Shank, Kathleen S.
Teacher Training Resources: Preparing Teachers for Mainstreaming. A Selected Bibliography.
Eastern Illinois Univ., Charleston. School of Education.
PUB DATE- 83
GRANT- G008200356
AVAILABLE FROM- School of Education, Eastern Illinois University, 210 Buzzard Building, Charleston, IL 61920 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Behavior Problems; Classroom Techniques; *Curriculum Design; *Educational Resources; Elementary Secondary Education; Faculty Development; Higher Education; Individualized Instruction; Instructional Materials; *Learning Disabilities; *Mainstreaming; Minority Groups; *Physical Disabilities; *Teacher Education
IDENTIFIERS- Deans Grant Project

This bibliography contains references to writings and publications which may be of interest to those responsible for training and preparing teachers for working in mainstreamed classrooms. Citations are presented on: (1) classroom management; (2) faculty development; (3) individualized instruction; (4) mainstreaming; (5) behavior disorders; (6) cultural minorities; (7) general handicaps; (8) gifted and talented; (9) hearing impairment; (10) learning disabilities; (11) mental handicaps; (12) physical handicaps; (13) visual impairment; (14) affective development; (15) business education; (16) early childhood; (17) fine arts; (18) health and physical education; (19) language arts; (20) mathematics and science; (21) secondary education; (22) social studies; and (23) vocational education. A publishers' directory is included. (JD)

ED 232 972 SP 022 765

Squires, David A.; And Others
Effective Schools and Classrooms: A Research-Based Perspective.
Association for Supervision and Curriculum Development, Alexandria, Va.

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Academic Standards; Access to Education; Educational Administration; Educationally Disadvantaged; *Educational Opportunities; Elementary Secondary Education; Foreign Countries; Higher Education; *Illiteracy; *Latin Americans; *Political Influences; *Relevance (Education); Social Change; Social Values
IDENTIFIERS- *Latin America

Present educational problems and future challenges for education in Latin American countries are addressed. Descriptions are given of weaknesses and strengths in primary and secondary schools and institutions of higher education. It is noted that illiteracy is a grave problem pervading both educational and social systems, and that there is a lack of integration between cultural policies and education, as well as a lack of adjustment of education to community needs . The need to tie education and employment is emphasized. It is stressed that teachers in Latin America must make governments, public leaders, and the press realize the importance of education to the transformation of society. Study of new forms of educational administration is recommended to make the administration more functional and to prevent suppression of essential communication among teachers, administrators, and students. The importance of preparing Latin American children for life, the need for communication, and the need for primacy of educational strategies over political strategies for educational improvement, are discussed. (JD)

ED 232 987 SP 022 846

Howey, Kenneth R.; Gardner, William E.
A Current Profile of the American Teacher: Some Implications for International Education.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Cultural Differences; Curriculum Development; *Educational Environment; Global Approach; Higher Education; *International Education; Social Values; Teacher Attitudes; *Teacher

Redesign of teacher education is not a process to be undertaken except in response to carefully identified goals and objectives. It is essential to involve, in every phase of the process, those who will be most affected by the redesign effort. Prior to undertaking the task of redesign or reform however, it is important to identify the source of the impetus for change. This source may be external or internal, but it is usually a combination of the two. While identifying the impetus for change is important, it is more important to ascertain that change is the appropriate response. Certain questions should be asked at this point. Once the redesign decision has been made, it becomes necessary to identify those internal change strategies which will be most effective. These strategies can be thought of as a series of steps to be followed which involve: (1) identification of the problem; (2) development of a needs assessment; (3) design of a plan of action; (4) identification of facilitators; (5) identification of resources; (6) identification of timelines; (7) evaluation of change efforts; and (8) identification of alternatives. This series of internal change strategies has been used effectively at many American colleges and universities. (JMK)

ED 233 003 SP 022 862

Hwang, Chien-Hou; Deng, Suh-Ching
The Selection of Teacher Training Candidates in Taiwan.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Career Choice; College Admission; *Education Majors; Education Work Relationship; Evaluation Criteria; Foreign Countries; Higher Education; Secondary School Teachers; *Student Educational Objectives; Teacher Attitudes; Teacher Education Programs; *Teacher Effectiveness
IDENTIFIERS- *National Taiwan Normal University

Results of a study of secondary school teachers in Tawian suggest that a high school graduate's interest in teaching when he applies for university admission may not be correlated with his performance in teaching afterward. The study covered 331 secondary school teachers who graduated from National Taiwan Normal University, a teacher training institution. Approximately half of these teachers listed attending a department of this university as their first

DESCRIPTIONS- Academic Persistence; Developing Nations; Dropout Prevention; *Dropouts; Economically Disadvantaged; Elementary Education; Family Characteristics; Foreign Countries; Grade Repetition; *Parent Attitudes; School Holding Power; Socioeconomic Status; Student Attitudes; *Student Motivation; Withdrawal (Education)
IDENTIFIERS- Kenya (Nandi)

The incidence and causal factors of dropping out of school and grade repetition at the primary school level in the Nandi District of Kenya were examined. The study involved longitudinal analysis of primary school flow from 1976 to 1982 in five representative schools. Data were gathered through questionnaires and interviews with District Education Officers, headmasters, parents and chiefs of the areas studied, school staff members, and pupils. Social and economic backgrounds of the families of dropouts and parents' attitudes toward schooling were extensively explored. Analysis of findings indicated that parental ignorance and disinterest in education, pregnancies, and the low economic status of the family ranked high among the factors responsible for students' dropping out. Other factors included lack of school uniform, early marriages, cost of school fees, migration, lack of discipline, and illness. It is recommended that sex education should be emphasized to prevent girls from dropping out because of early marriage or unwed pregnancy and that parents and the public need to reorient their values and outmoded cultural attitudes. (JD)

ED 233 019 SP 022 895

Odede, Esther A.
The Role of the Teachers Advisory Centres in the Qualitative Improvement of Teacher Education in Kenya. African Studies in Curriculum Development & Evaluation. No. 71.
African Curriculum Organisation.; German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Community Attitudes; Employee Attitudes; Evaluation Criteria; Foreign Countries; Inservice Teacher Education; Participant Satisfaction; Program Administration; *Program Attitudes; *Program Effectiveness; Program Evaluation; Teacher

ED 233 034 TM 830 423

O'Neal, Sandra
C.T.B.S. Testing. Spring 1982 District Report, 5, 8, and 11.
Albuquerque Public Schools, N. Mex.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTIONS- *Achievement Tests; *Basic Skills; Elementary Secondary Education; Language Skills; Mathematics Skills; National Norms; Reading Skills; *School Districts; *Scores; State Programs; *Testing Programs; *Test Results
IDENTIFIERS- *Comprehensive Tests of Basic Skills

Each spring the Comprehensive Tests of Basic Skills (CTBS) are administered to grades 5, 8, and 11 throughout New Mexico as part of the State Department of Education mandated assessment program. This report contains information regarding Albuquerque Public Schools' results on the 1982 CTBS. A new form of the CTBS was selected for testing fifth and eighth grade students. It includes ten subtests: vocabulary, reading comprehension, language mechanics, language expression, math computation, math concepts and applications, spelling, reference skills, science, and social studies. The new test (Form U) reflects nationwide curriculum trends of the 1980's and is not directly comparable to the CTBS, Form S which 11th grade students used. The following data are reported: average percentile scores for each grade for each subtest; the percentage-correct scores for each grade for each skill measured, in comparison with the national norm group; the number and percent of students in each percentile range; and the percent of students below average, and above average, by school. (CM)

ED 233 035 TM 830 424

Gavieres, Milagros; And Others

NAEP are: (1) a full-time, professional staff for the Policy Assessment Committee; (2) the introduction of methods for developing objectives and items that are more cost efficient, provide for input from wider audiences, and result in a product that could be widely used by state and local school districts; (3) creation of a "national" item bank; (4) introduction of simplified methods of test administration; (5) revision of sampling procedures to eliminate cluster sampling; and (6) use of item domains. Primary type of information provided by the report: Program Description (Operating Policies); Procedures (Conceptual). (PN)

ED 233 050 TM 830 485

Wade, Jacqueline E.
Role Boundaries and Paying Back: 'Switching Hats' in Participant Observation.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Administrator Role; Black Students; Counselors; Data Collection; *Field Studies; Higher Education; Observation; Perspective Taking; *Researchers; *Research Methodology; *Role Perception; Teachers
IDENTIFIERS- *Participant Observation; University of Pennsylvania

This paper focuses on the technique of role-switching as a workable field relationship tactic in the observer's work site. It describes the nature of subject use of the observer's dual status during the research activity, and conceptualizes the relationship between this type of researcher-role management and the premise of role reciprocity in field research. Based on examples from a field study of black undergraduate students at the University of Pennsylvania, it describes instances of role switches from researcher to University official in response to the social developmental or academic interests and needs of some of the research subjects. Most prominent among these role switches were counselor, informant and collaborator, and teacher. Examples of subject-initiated encounters with the observer that incite unexpected dimensions of field relationships in the typical study process are briefly recounted in order to lay the foundation of this paper's essential theme. (PN)

Characteristics; Outcomes of Education; Program Effectiveness; Regression (Statistics); *School Effectiveness; *Scores; Teacher Characteristics; *Teacher Qualifications
IDENTIFIERS- *National Teacher Examinations

This study of school effects included unique teacher and principal variables: average faculty score on the National Teacher Examinations (NTE) Commons and area examinations, mean passing rate on the NTE of institutions the faculty attended, principal's percentile score on the NTE administration test, and principal's rating on school district interview. The results indicate that school characteristics could account for 8-21 percent of the variance in school achievement, which is somewhat higher than that usually reported. A regression analysis utilizing factors derived from a factor analysis indicate that preparation of faculty was a significant predictor for all three dependent variables. The important roles that teachers and principals play in determining student achievement scores were demonstrated in this study. (Author)

ED 233 067 TM 830 515

Schafer, William D.; Dayton, C. Mitchell
Analysis of Balanced 2 to the kth power Mirror-Image Designs.
PUB DATE- 14 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Aptitude Treatment Interaction; *Data Analysis; Hypothesis Testing; Individual Characteristics; *Research Design; Research Methodology; Simulation; *Statistical Analysis
IDENTIFIERS- *Mirror Image Designs; *Repeated Measures Design

A 2-to-the-kth-power mirror-image design is defined as one in which repeated observations of subjects occurs among the levels of a usual 2-to-the-kth-power design, but there is the restriction that no subject may receive a given level of any factor more than once. Such a restriction might arise, for example, if a subject's response is expected to be affected artifically if any given level of a factor is presented two or more times. This paper describes an analysis for data which arise from such designs. Only the balanced case is treated. Subjects in a 2-to-the-kth-power mirror-image design may be divided into 2-to-the-k-minus-1 groups, each of which receives a specific, unique pair of treatments. This grouping arises from the restriction in the repetition of levels admissible in the design.

The Oregon State Board of Education initiated the Oregon Statewide Assessment Program in 1973 as a means for gathering data on student performance in the basic skills areas. Tests were administered to 27,086 fourth, seventh and eleventh grade students in 405 schools selected at random in March of 1982. Test results were returned to participating schools in April, providing school staff with item-by-item and total-test results at the individual student, classroom and building levels, along with the comparable statewide averages. An interpretive manual was mailed along with the results. At the state level, three interpretive panels met in June to review the results, judge the adequacy of student performance, identify factors affecting the results and recommend ways to improve or maintain performance. This report documents the interpretive panels' conclusions and recommendations. In order to compare Oregon students' achievement with that of students at the national level, fourth and seventh grade reading tests were equated with the Comprehensive Tests of Basic Skills, allowing for a norm-referenced interpretation of statewide reading achievement for those grade levels. (PN)

ED 233 084 TM 830 549

Meier, James A.
Longitudinal Achievement Trends, 1976-82.
Dallas Independent School District, TX. Dept. of Research, Evaluation, and Information Systems.
REPORT NO.- IS82-001-81-10
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Academic Achievement; Achievement Tests; Curriculum Evaluation; *Educational Trends; Elementary Secondary Education; Local Norms; *Longitudinal Studies; National Norms; *School Districts; School Effectiveness; Test Norms
IDENTIFIERS- *Cohort Differences; *Dallas Independent School District TX; Iowa Tests of Basic Skills

The Dallas Independent School District presents longitudinal trends in achievement test scores of students tested in each of its subdistricts from 1976 to 1982. Forms 5, 7, and 8 of the Iowa Tests of Basic Skills were administered. What the quasi-longitudinal and cohort-longitudinal test scores together affirm is that median

ED 233 098 UD 023 000

Braddock, Jomills Henry, II; McPartland, James M.

More Evidence on Social-Psychological Processes that Perpetuate Minority Segregation: The Relationship of School Desegregation and Employment Segregation.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- CSOS-338
PUB DATE- Jun 83
GRANT- NIE-G-83-0002
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Black Attitudes; *Blacks; *Education Work Relationship; Employee Attitudes; Employment Patterns; High Schools; Interpersonal Relationship; *Racial Composition; *School Desegregation; *School Segregation; Work Environment

Data on the black subsample of Ohio State University's 1981 Longitudinal Surveys Youth Cohort were analyzed to investigate the relationship between attendance at segregated or desegregated high schools and the racial composition of one's subsequent occupational work group. The analysis indicated that: (1) controlling for the effects of other variables, blacks who had attended segregated schools were likely to be in predominantly black occupational work groups, while those who had attended desegregated schools were likely to be in desegregated work settings; (2) the association between school racial composition and racial composition of work group was particularly pronounced in the North; (3) black workers were more likely to be concentrated in low status occupations and in the public sector; and (3) blacks from desegregated schools made fewer racial distinctions about the friendliness of their co-workers and the competence of their supervisors, while those from predominantly black schools tended to perceive desegregated co-worker groups as less friendly and see white supervisors as less competent than black supervisors. It was suggested that social psychological processes have significant effects on minority segregation in institutional settings. (MJL)

Quality; *Educational Trends; Elementary Secondary Education; Enrollment; *Equal Education; *Federal Aid; Federal Programs; *Government Role; Policy Formation; Political Influences; *Public Policy; Resource Allocation; Vocational Education

IDENTIFIERS- Elementary Secondary Education Act Title I

This document presents findings of an independent committee that was organized by the Twentieth Century Fund to study the Federal role in shaping educational policy, and includes the comprehensive background paper (prepared by Paul E. Peterson) on which the task force discussions were based. The report describes current problems in elementary and secondary schooling, reviews effects of the past Federal role in education, and proposes Federal policy involvement in the following areas: (1) establishment of a program to reward teaching excellence ; (2) emphasis on English language literacy; (3) provision of advanced science and mathematics training; (4) continued support of special programs for disadvantaged students; (5) support for educational research; and (6) financial support to provide parents with schooling options. The background paper examines the history and current state of American education, evaluates the impact of Federal policy on education, and provides a framework for evaluating recommendations for change. Specifically, the paper describes declines in educational expansion over the years; suggests that the Federal government has had only modest effects on the educational system; and stresses that Federal policy should consider the need to balance the issues of quality and equality and of Federal direction versus local autonomy in education. (MJL)

ED 233 113 UD 023 026

Johnson, Sharon Gail

A Survey of SCORE FOR COLLEGE. An Extra Curricular College Preparation Program.

PUB DATE- Jun 83

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- Academic Achievement; *Admissions Counseling; *College Admission; College Bound Students; *College Preparation; College School Cooperation; Educational Improvement; Extracurricular Activities; Higher Education; High Schools; Minority Groups; Parent Participation; *Program Effectiveness; *Program Implementation; *Student Motivation; Study Skills; Teaching Methods; Tutoring;

ED 232 778 PS 013 778

Kurth, Ruth J.
Exploring the Relationship between Reading and Writing in Early Literacy Development.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Communication (Thought Transfer); Early Childhood Education; *Language Processing; *Literacy; Literature Reviews; Models; *Reading Skills; *Verbal Development; *Writing Skills; *Young Children

Researchers studying emerging literacy have begun building a theory of literacy development that links the processes of reading and writing. Their findings suggest that a child's emerging literacy is based on three factors: a functional expectation for print to make logical sense; an expectation of how language operates in alternate contexts; and a growing control of orthography, wordness, directionality, grapheme-phoneme correspondences, and syntax. Findings also indicate that preschool children are aware that the purpose of language is to convey meaning and that the function of reading and writing is to generate meaning. Research further indicates that young readers and writers will encounter several distinctive types of language as they begin to explore the world of print: language can be oral or written, situation-dependent or context-dependent, phrased in elaborative or restricted code styles, text or nontext. Additional findings suggest that written language (like oral language) is learned, that outcomes of one langage encounter become data for predictions in subsequent encounters, and that form follows meaning as children build their growing stock of literacy knowledge. Of importance to teachers are literacy studies indicating that young children attend initially to the meaning function of language and secondarily to formal aspects. (Tentative implications for teachers are briefly discussed.) (RH)

ED 232 779 PS 013 781

Educational Attitudes, Decisions, and Self-Concept: A Look at Appalachian Females Moving from the Elementary Experience to the High School Experience.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Aspiration; Dropout Attitudes; Dropout Prevention; *Educational Attitudes; Elementary Secondary Education; *Females; Grade 8; Grade 9; Rural Education; *Rural Youth; Self Concept; Small Schools; Student Alienation; *Student Attitudes; *Student School Relationship; Student Teacher Relationship
IDENTIFIERS- *Appalachia

The primary objective of a pilot study was to investigate the educational motivation of rural native Appalachian eighth grade females in terms of educational attitudes, educational decisions, and educational self-concept. Results from the study (sample size: 27) indicate strongly that female Appalachian adolescents, about to enter womanhood, do have achievement and educational goals. Eighth grade Appalachian females feel very secure in their elementary school environment, have definite and positive life and career expectations, but also feel ambivalent about the upcoming high school experience due to predicted less personal contact with the high school faculty. After about midpoint in the freshman year of high school, there seems to be a breaking point in which the rural Appalachian female begins to succeed more strongly in school (65%) or begins to struggle more desperately (35%), with this struggle being largely attributed to this actual or perceived lack of personal contact with the high school faculty. Thus, Appalachian females must be made to feel more secure in the larger high school environment in order to succeed and want to complete their high school experience. (Author/MH)

ED 232 794 RC 014 068

Kehoe, Alice B.
Women's Life Course in Northern Plains Indian Societies: Achieving the Honored Rank of Old Lady.
PUB DATE- 5 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTIONS- American Indian Culture; American Indian Education; *American Indian History; *American Indian Literature; *American Indians; Canada Natives; *Comparative Education; *Cultural Awareness; Cultural Influences; Culture Conflict; Poetry; Science Fiction; *Study Guides; Tribes
IDENTIFIERS- Blackfeet (Tribe); Cree (Tribe); Nez Perce (Tribe); Oglala Sioux (Tribe); Salish (Tribe); Sioux (Tribe)

An anthology of 30 short poetry and prose selections by and about American Indians tries to show what it is like to be an Indian in today's world. In addition to material by Hap Gilliland, Arthur Chapman, Mayme E. Finley, Jack Fiddler, and excerpts from Christopher Columbus' account to Ferdinand and Isabella, items are included by: Duke Redbird and Bazil Katasse (Blackfeet); Chief Crazy Horse and Benjamin Black Elk (Oglala Sioux); Sitting Bull, Chief Crowfoot, Elizabeth Goss, and Midji Stephenson (Sioux); Chief Dan George (Salish); Chief Joseph (Nez Perce); Diane Bellrose and Dora Nataway (Indian elementary school children from Manitoba); Gordon Moore (Cree); a delegation of Iroquois leaders of over 200 years ago; and the Grand Council Fire of American Indians (1927). Some subjects covered are education, civilization, freedom, progress, life, marriage, and Indian pride and history, plus a science fiction fable about life in America after an invasion by the Chinese. A nine-page study commentary provides background information on the selections and their authors, as well as points to consider about selections. Photographs of Indian people and places from North and South America are included. (MH)

ED 232 809 RC 014 219

Gilliland, Hap
Indian Children's Books.
Montana Council for Indian Education, Billings.
REPORT NO.- ISBN-0-8992-528-6
PUB DATE- 80
AVAILABLE FROM- Montana Council for Indian Education, 517 Rimrock Road, Billings, MT 59102 ($7.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Students in the control group had no significant group or challenge experience. The students were pre- and post-tested with the Tennessee Self Concept Scale (TSCS) and the Rotter Internal External Locus of Control Scale. Their academic achievement was measured by their academic grade means. As expected, results of the tests, compared between and within groups, indicated that the generative and challenging experience had no effect on academic achievement or locus of control, and no effect on 11 of 12 self-concept scales on the TSCS. A longer project might have provided subjects with a better chance to change their self-concept. More research is needed with respect to generative and challenge experiences and the quality and duration of those experiences. (SB)

ED 232 823 RC 014 240

Martinez, Vi; And Others
American Indian Studies: Secondary School Social Studies. An Instructional Course Outline. Publication No. SC-801.
Los Angeles Unified School District, Calif.
PUB DATE- 81
AVAILABLE FROM- Los Angeles Unified School District, Instructional Publications Unit, Room G-390, 450 N. Grand Ave., Los Angeles, CA 90012, (Publication No. SC-801-1981, $4.50 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *American Indian Culture; American Indian Education; *American Indian Studies; Attitudes; *Course Content; Course Descriptions; *Cultural Awareness; Culture Conflict; Demography; Family Life; Government Role; Philosophy; Policy; Secondary Education; Self Expression; *Social Studies; Stereotypes; Treaties; Tribes; Units of Study
IDENTIFIERS- Outlines

To provide students in grades 9-12 with accurate information on American Indians and thereby increase the number of Americans who understand Indian cultures and their contributions to American society, the 10- to 20-week social studies course emphasizes the study of Indian culture and heritage and presents the basic concept of cultural conflict. The course describes the effect of cultural conflict on Indian-White relationships and develops a greater understanding of the current situation of American Indians. The outline includes objectives and explains how students can apply

LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- Adolescents; Affective Objectives; Attitude Change; Attitude Measures; Behavioral Objectives; *Demonstration Programs; Educational History; Educational Philosophy; Educational Theories; *Experiential Learning; *Humanistic Education; Hypothesis Testing; Learning Theories; Literature Reviews; *Outdoor Education; Program Design; Program Evaluation; *Program Implementation; Self Evaluation (Individuals); Young Adults
IDENTIFIERS- Life Meaning Survey; *Outward Bound

In 1976 a demonstration project at the Connecticut Wilderness School integrated a Confluent Education curriculum in Outward Bound type courses, to facilitate affective learning for a more meaningful and relevant experience. A review of Outward Bound literature identified the need for affective learning as a significant program constituent. Five similarities in theory and application between Outward Bound and Confluent Education were defined: experiential education; responsibility; Gestalt learning theory (here and now awareness, learning from frustration/stress/blocks, contact boundary, holism, assimilation, self discovery); re-connection; and purpose. Areas where Confluent Education could enhance Outward Bound were elucidated: wilderness as therapy; occasions for meanings; educating the whole person; self-knowledge/personal relevancy; and experimentation. The demonstration project included six paired courses, three with Confluent/experimental groups and three concurrent courses with control groups. Of 72 students, aged 14 to 20, who started, 31 (25 male, 6 female) finished Confluent courses and 30 (23 male, 7 female) finished control group courses. All participants were given pre- and post-evaluations derived from Outward Bound and Confluent Education literature. Findings indicated that an Outward Bound experience was more meaningful and personally relevant for groups which utilized Confluent Education Curriculum than for groups which did not. (MH)

ED 232 837 RC 014 255

Brescia, William, Ed.
Choctaw Tribal Government: A New Era.
Mississippi Band of Choctaw Indians, Philadelphia.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Ethnic Heritage Studies Program.

Engineering. Course Development and Course Materials.
Cooper Union, New York, N.Y.; Educational Facilities Labs., Inc., New York, N.Y.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- NSF/SED-82031-C
PUB DATE- Dec 82
GRANT- SED-79-19004-797775
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Communication (Thought Transfer); Competence; Course Content; *Course Descriptions; *Curriculum Development; *Engineering Education; Engineering Graphics; Higher Education; Politics; Pollution; *Problem Solving; Science Education; Undergraduate Study; *Values Clarification
IDENTIFIERS- *Engineering Curriculum; Environmental Law; National Science Foundation

A 3-year project was developed to increase students' abilities to perform competently as professional engineers. The project sought to infuse into existing courses concern for, practice with, and development of three competencies critical to professional success: problem-solving, communication, and value clarification. Eight elementary and advanced courses, representing about a sixth of a student's total courses were modified over the 3-year period and were taught to one or more of three successive classes of students recruited for the project. This report contains an essay on developing professional competence courses and the materials actually used in three courses. It is designed to assist faculty members at other engineering schools in modifying their own courses, by providing some of the philosophical underpinings of competence development and assessment, and by providing in-depth examples of their application to the three courses. The courses described are: (1) Engineering Graphics (including course introduction, course schedule/outline, and course modules); (2) Introduction to Politics (including course introduction, summary course outline, and course assignments by week with detailed course outline segments); and (3) Environmental Fundamentals (including course introduction, technical syllabus, and course assignments and projects with competence component). The latter course focuses on air pollution, water pollution, and environmental law. (JN)

ED 232 851

SE 042 623

of school systems, the extent of physics teaching at school and tertiary levels, and the general nature of courses for initial physics teacher training. Part III consists of additional information from selected countries. These include: tables of statistical data on such variables as numbers of schools and physics teachers, population related to land area, and annual production of physics teachers; tabulated summaries of courses provided for physics teacher education; brief details of curriculum developments; selected final-year examination questions and book lists for physics courses; and country-by-country summaries of in-service training. (JN)

ED 232 864 SE 042 638

Ashcraft, Mark H.
Simulating Network Retrieval of Arithmetic Facts.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- LRDC-1983/10
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Addition; Adult Learning; *Arithmetic; Cognitive Development; Cognitive Processes; Decision Making; Long Term Memory; *Mathematics Education; *Models; Multiplication; *Reaction Time; *Recall (Psychology); Schemata (Cognition); *Simulation
IDENTIFIERS- Mathematics Education Research; *Mental Computation; National Science Foundation

This report describes a simulation of adults' retrieval of arithmetic facts from a network-based memory representation. The goals of the simulation project are to: demonstrate in specific form the nature of a spreading activation model of mental arithmetic; account for three important reaction time effects observed in laboratory investigations; and provide a basis from which developmental changes in performance can be meaningfully understood. The simulation, based on the process of spreading activation among related nodes, retrieves correct answers as the activation from a problem's addends/multipliers intersects in the network. Two decision processes are simulated. The first consists of an attempted matching of retrieved and stated answers, essentially a process of number inequality judgments. The second decision mechanism involves competition among related nodes, based on levels of activation

art; bilingual/English as a second language; career/vocational education; computer science; foreign language; general curriculum overviews; general elementary; general secondary; gifted/talented; guidance/counseling; safety/health education; home economics; kindergarten and early childhood; language arts; library media; mathematics; music; physical education; reading; science; social studies; and special education. Entries are presented alphabetically by state within each of these areas and include source, title, publication date, price (if available), and type of material (such as books, brochures, curriculum guides, student materials, and other types of materials developed by school districts and state departments of education). (JN)

ED 232 878 SE 042 655

Maher, Carolyn A.; Normandia, Bruce R.
Spatial Ability and the Teaching of Introductory Geometry Through Transformations.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Cognitive Processes; Educational Research; *Geometry; Grade 8; Induction; *Manipulative Materials; *Mathematics Instruction; Secondary Education; *Secondary School Mathematics; *Spatial Ability; *Teaching Methods; Transformations (Mathematics)
IDENTIFIERS- *Mathematics Education Research

The study investigated whether (1) instruction providing for experimental manipulation by students was superior to instruction in which teachers perform the manipulations and children observe, and (2) spatial ability was related to mode of instruction. Participating in the 8-week study were 141 students aged 12-15 in seven intact eighth-grade classes. To measure spatial ability, the Card Rotations Test and the Group Embedded Figures Test were used. Cognitive level for proportional logic was determined from a balance-beam task. A 42-item Geometry Achievement Test was constructed. The units studied focused on elementary concepts in geometry approached through transformations. The control classes did not study geometry until after the study ended. On the geometry posttest, the student-centered group had 80% of the items correct, compared to 68.6% for the teacher-centered group and 25.5% for the control group. Regression analysis indicated that students with high that imagery and propositional thinking work simultaneously to generate effective thinking. Further, two studies of student's recognition of features on anaglyphs suggest that this type of photograph allows students to construct, store, and use 3-D imagery when it is needed in geographic thinking. The authors (1979) interviewed 60 elementary urban Canadian students (20 in each of grades 4, 5, and 6) using an anaglyph of a small town in West Germany. Ninety percent responded accurately to questions requiring the correct recognition of relief and 100 percent indicated recognition of the 3-D quality of the photograph. A 1980 study of students in grades 2, 5, and 8 using the same anaglyph preceded by a 2-D aerial photograph of the same scene found that the total number of accurate recognitions improved with use of the anaglyph. (KC)

ED 232 893 SO 014 655

Rist, Ray C.
On the Application of Qualitative Research to the Policy Process: An Emergent Linkage.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Case Studies; *Decision Making; Ethnography; *Policy Formation; *Public Policy; *Research Needs; *Research Utilization; Social Science Research
IDENTIFIERS- *Qualitative Studies

The linkage between policy research and policy formation can be strengthened through the use of qualitative methods. Currently, the linkage between policy research and policy decision making is tenuous; there are differences in philosophy, function, self-definition, and criteria by which success is measured. Although research cannot dictate the use of policy research findings, it can influence the reception and use of policy research, particularly at the stage when programs are initiated, target populations identified, and resources allocated. Utilization of research can be greatly enhanced when the researcher considers the appropriateness of the study design and of the execution of the study, the absence of major conceptual errors, relevance, timeliness, presentation, and impact. These criteria for policy research can be more effectively met through qualitative research, e.g., ethnography, field studies, and case studies. Qualitative research can inform the decision-making process through its analysis of the complexity of the cost of the production process without commensurate improvement in productivity, inflation occurs. The resulting sluggishness can only be compensated for by higher prices, thus making American products less competitive in world markets. Economists suggest that the leading causes of decreasing productivity are: (1) rapid growth of service industries; (2) high taxes and low profits; (3) soaring energy costs; (4) high cost of regulation; (5) inadequate support of research; (6) a decline in personal savings; (7) wages rising faster than productivity; and (8) lack of managerial attention to the problem. One approach to increasing productivity is to recognize the importance of continuing education programs to improve skills and techniques for increased production. Accelerated educational-motivational programs for employees in addition to rewarding increased production with higher pay, promotions, and bonuses are also suggested. Also, less resistance to technological innovation is necessary to stimulate production. (LH)

ED 232 908 SO 014 781

The American Economy: A Fuse About to Blow? Fundamentals of Free Enterprise, No. 6.
American Fletcher National Bank and Trust Co., Indianapolis, IN.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Business Cycles; Capitalism; Change Strategies; Economic Change; Economic Progress; Economics Education; *Finance Reform; *Financial Problems; *Fiscal Capacity; High Schools; *Inflation (Economics); Investment; Living Standards; *Money Management; Productivity; Resource Allocation; Social Exchange Theory
IDENTIFIERS- *Free Enterprise System; PF Project; Political Economics; Profit Maximization; *United States

Designed for high school economics students as a public service project of the American Fletcher National Bank, the booklet examines the heavy burdens placed on our political-economic system and compares our economy to an overloaded electrical system about to "blow a fuse." In the last two decades, America has become a self-indulgent society which demands more from society than it is capable of giving. Some pressures are: (1) the American view that jobs are an entitlement; (2) the belief that Americans are entitled to real growth in personal living standards; (3) the decline in

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Content Area Reading; Elementary Secondary Education; *Instructional Materials; Professional Associations; *Resource Materials; *Social Studies
IDENTIFIERS- PF Project

Teaching reading in the content area of social studies is the topic of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 9 citations from "Resources in Education" (RIE); (2) 13 citations from "Current Index to Journals in Education" (CIJE); (3) 23 commercially available "Student and Teacher Materials" (13 student materials and 10 teacher resources); and (4) 4 related professional organizations that may prove helpful in this area. (DC)

ED 232 927 SO 014 810

Reference Sheet on Psychology and Sociology.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Educational Games; *Instructional Materials; Nonprint Media; Professional Associations; *Psychology; *Resource Materials; Secondary Education; Simulation; *Sociology; Textbooks
IDENTIFIERS- PF Project

Teaching psychology and sociology is the topic of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 9 citations from "Resources in Education" (RIE); (2) 11 citations from "Current Index to Journals in Education" (CIJE); (3) 39 commercially available "Student and Teacher Materials" (11 textbooks, 6 supplementary print materials, 11 multimedia materials, minorities; and (6) a discussion of new civic morality which focuses on respect and justice for disadvantaged minorities and creation of a successful multi-ethnic society. The book concludes that familiar outlines of American history development are somewhat reduced and the overall tone of the new texts replaces the old myths of racial inferiority with new myths proclaiming the superior moral qualities of minorities. Two data tables are provided illustrating the numbers and percentages of pages and pictures devoted to ethnic groups. (LH)

ED 232 942 SO 014 918

Menanteau-Horta, Dario
The Impact of Participation and Social Contacts on International Attitudes of Youth (The Case of Bolivia and Chile).
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cross Cultural Studies; Cultural Awareness; Cultural Interrelationships; *Culture Contact; Educational Research; Foreign Countries; Foreign Culture; High Schools; Intercultural Communication; International Education; *International Relations; Interviews; Latin American Culture; Latin American History; *Latin Americans; Nationalism; *Student Attitudes
IDENTIFIERS- *Bolivia; *Chile

Interviews with high school seniors in Bolivia (n=1,100) and Chile (n=2,460) demonstrated that individuals with international contacts hold more positive attitudes toward others than those individuals without this type of exposure. The study examined the students' opinions about other countries of the Latin American region, opportunities for contacts available to respondents in the region, and the impact of those contacts on opinions toward other Latin Americans and on views toward Latin American integration. Chile and Bolivia offer a unique opportunity to study these questions since both countries have a long tradition of diplomatic tensions and boundary conflict. Results include the following: Respondents in both countries showed a mutual dislike. Only 31% of the Bolivians and 18% of the Chileans indicated having friends in neighboring countries. One-fourth of the Chileans had informal contacts in nations other than their immediate neighbors. Even in the case of countries with historical animosities, students who had had social relations beyond local and national boundaries were more accepting

Local School Curriculum Change.
Oakland County Schools, Pontiac, Mich.
SPONS. AGENCY- Michigan Council for the Social Studies, Lansing.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Curriculum Development; Decision Making; *Educational Change; Educational Innovation; Educational Objectives; Educational Practices; Educational Research; Educational Trends; Elementary Secondary Education; Evaluation Methods; Media Selection; Needs Assessment; Program Evaluation; Program Implementation; Resource Materials; School Districts; *Social Studies; Textbook Evaluation; Textbook Selection

A brief and flexible overview is presented of the steps that should be taken to revise social studies instruction. The booklet lists 10 steps in the revision process. Each step has a brief commentary followed by questions that a local curriculum planning group may want to consider. Some resources to help answer these questions are included. The steps are: needs assessment; decision making; research, trends, and promising practices; purposes and goal development; materials and content selection; material evaluation; development of objectives or expectations; adoption--final selection; implementation and in-service; and program evaluation. Also included is a bibliography of additional resources and readings. Included in the appendices are the revised National Council for the Social Studies (NCSS) Social Studies Curriculum Guidelines; elementary and secondary materials analysis forms; the textbook evaluation form used by the Boulder (Colorado) Public Schools system; elementary social studies criteria; and suggestions for sparking interest. (RM)

ED 232 958 SO 014 944

Ward, Barbara
Achievement Trends in the Arts. Issuegram 2.
Education Commission of the States, Denver, Colo.
PUB DATE- 3 Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-87120-119-4
PUB DATE- 83
AVAILABLE FROM- Association for Supervision and Curriculum Development, 225 North Washington Street, Alexandria, VA 22314 (Stock No. 611-83298, $7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTIONS- Academic Achievement; Administrator Role; Boards of Education; *Educational Environment; Educational Improvement; Educational Research; Elementary Secondary Education; Evaluation Criteria; Inservice Teacher Education; Leadership Qualities; Principals; *School Effectiveness; Student Behavior; *Student Improvement; Superintendents; Supervisory Methods; *Teacher Effectiveness

A model for improving school and classroom effectiveness must pay attention to: (1) leadership; (2) school climate; (3) supervision; (4) teacher behaviors; (5) student behaviors; and (6) student achievement. Chapter 1 of this book on effective schools and classrooms introduces these important issues and describes a model incorporating these issues. Chapter 2 reviews research about student and teacher behaviors and how they affect classroom effectiveness. Chapter 3 suggests ways administrators can help teachers promote student involvement, coverage, and success through positive supervision. Research concerning effective schools is the topic of chapter 4, and chapter 5 demonstrates how indicators of effective schools are grouped into the more general categories of school climate and leadership. Chapter 6 uses a hypothetical case study to show how school leadership processes can promote a school climate where there is an academic emphasis, an orderly environment, and expectations for success. The chapter ends with suggestions for superintendents and school boards for improving student achievement. Chapter 7 includes a questionnaire for assessing a school's effectiveness. The eighth chapter discusses principles of the school improvement process. A summary is offered in the ninth chapter, and appendices provide information on monitoring student behavior and the policy statement of a school district on school effectiveness. (JMK)

ED 232 973 SP 022 766

Characteristics; Teacher Education; *Teacher Improvement; Teaching (Occupation); Teaching Conditions
IDENTIFIERS- United States

Descriptive data about teachers in America were analyzed in terms of the international dimension of education and the social context in which schools operate. Characteristics of teachers, such as age, gender, race, experience, education, and the conditions under which they work, provided a profile of the "typical" teacher. The model teacher emerged as an individual who is inclined toward provincialism, is monolingual, has not systematically studied other cultures, and shows little desire to teach in a multicultural context. Escalating immigration has increased the ethnic diversity of the schools and the need for teachers to broaden their understanding and knowledge of cultures and attitudes different from their own. The need has also grown for widening the international understandings and perspectives of students. A discussion is presented on the necessity of developing a school climate in which teachers and students interact in ways that deepen appreciation for cultural differences and make them aware of the ways in which critical social values and interpersonal qualities can be modeled in the schools. Recommendations are made for developing teacher education programs which will broaden the international awareness of prospective teachers. (JD)

ED 232 988 SP 022 847

Cole, Donna J.; Mulder, Robert L.
Developing an International Education Program in Pre-service Teacher Training.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Cultural Pluralism; *Educational Cooperation; Field Experience Programs; Global Approach; Higher Education; *International Programs; Multicultural Education; Preservice Teacher Education; *Program Development; Site Selection; *Student Exchange Programs; Student Teaching; Teacher Education Curriculum; Teacher Education Programs

Most preservice teacher training institutions are aware of both the charge placed upon them to develop international understanding and the idea of the human family. The finite nature of the world, whose choice when they took the Joint Entrance Examination for all universities in Taiwan. The other teachers entered Taiwan Normal University only because they were not admitted to the college department they preferred. Results of intergroup comparisons showed that the first choice group did no better than the others in undergraduate academic achievement or in professional knowledge of education, nor did they perform better in classroom teaching, as rated by their principals. Moreover, the two groups of teachers did not differ in their subjective satisfaction with teaching. A second study suggests that the training program provided by a training institution can help develop the interest and knowledge in teaching among those who do not have a strong desire in teaching to begin with. Four tables display report data. (SP)

ED 233 004 SP 022 864

Raack, Marilyn; Bixler, James
Teacher Education and Spaceship Earth.
PUB DATE- 12 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Attitude Change; Change Strategies; Education Courses; Education Majors; *Elementary School Teachers; Futures (of Society); *Global Approach; Higher Education; Microteaching; Preservice Teacher Education; *Teacher Education Programs; Values Education; World Problems

The analogy of "Spaceship Earth" is used to suggest the necessary elements of a teacher education program that is future-oriented and that can be effective in changing and maintaining desired attitudes and behavior, particularly in relation to dealing with significant global issues and processes. Rationales are provided for a global education content-base for teacher education, as well as for analyses of values, and their consequences as a basis for commitments to action. Principles underlying the development of such a program are presented with references to research-based support. A description is given of an elementary teacher education program along these lines, carried out in schools in the San Francisco Unified School District (California). A discussion is presented of the limitations and advantages of the program as it was carried out. Necessary changes for future implementation of such programs, as well as related research questions needing investigation, are

Attitudes; *Teacher Centers; *Teacher Improvement
IDENTIFIERS- *Kenya; *Teacher Advisory Centres

One strategy Kenyan educational authorities adopted in their search for the most effective, efficient, and economical system of updating inservice teachers, without taking them away from their jobs, was the Teacher Advisory Centre (TAC) concept. A study evaluated the extent to which 13 of 43 TACs in Kenya have fulfilled their prescribed objectives. Findings, based on questionnaires, interviews, and self observation of teachers who used the centre, centre tutors, primary school inspectors, and selected community members, show that most teachers had not been to the centres and that most community members did not know the centres existed. TACs also seem to have failed to integrate matters of curriculum development. Recommendations identify needs to: (1) publicize the centres' existence; (2) improve the quality of TAC tutors; (3) analyze administrative and monetary problems; (4) develop clearer guidelines for centre material preparation; and (5) modify objectives and functions of TACs. Questionnaires and interview questions are appended. (JMK)

ED 233 020 SP 022 897

Griffin, Barbara; Gillis, M. K.
Preservice Teachers' Attitudes Toward Sex-Affirmative Teaching and Professional Behaviors.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Early Childhood Education; Elementary Secondary Education; Higher Education; Individual Differences; Instructional Materials; *Preservice Teacher Education; *Sex Fairness; *Sex Stereotypes; *Teacher Attitudes; *Teacher Influence

Undergraduates enrolled in upper division teacher education courses responded to a questionnaire about their attitudes toward sex-affirmative teaching and professional behaviors. Of the volunteers, 18 respondents were seeking certification as teachers of young children, 35 as elementary school teachers, and 36 as secondary school teachers. Findings indicated that preservice teachers of young children were in strong agreement with sex-affirmative teaching and professional behaviors, while the average scores of the elementary and secondary school groups indicated moderate agreement. It appears that the significance of

Macro-Level Profile of Hawai'i's Schools Participating in the Significant Bilingual Instructional Features Study.
Hawaii Univ., Honolulu. Curriculum Research and Development Group.
PUB DATE- 15 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Bilingual Education Programs; Community Study; Demography; Elementary Secondary Education; Limited English Speaking; Models; *Profiles; *Program Descriptions; *School Districts; *State Departments of Education; State History
IDENTIFIERS- *Hawaii; *Macroanalysis

This document contains six chapters: (1) The introduction discusses the State of Hawaii, its residents, and major industries. (2) "Education in Hawaii" presents the state's education plan, Department of Education rules and regulations, and student services. (3) "Bilingual Education Program Data" describes Hawaii's bilingual education program model and its program for students of limited English proficiency. (4) "Filipinos in Hawaii" discusses Hawaii's third largest ethnic population (13.9 percent). (5) "Community Descriptions" include Central O'ahu, Honolulu, Windward O'ahu, and Leeward O'ahu school districts. (6) "School Descriptions" include Pearl Harbor, Kunia, Helemano, and the Waialua Elementary Schools of the Central O'ahu district; the Fern Elementary School of the Honolulu district; the Waimanalo Elementary and Intermediate School, and Kahuku High and Elementary School of the Windward O'ahu district; and the 'Ewa Elementary School of the Leeward O'ahu district. (PN)

ED 233 036 TM 830 426

Grobe, Robert P.; And Others
Assessment of Baseline Curriculum (ABC). Student Booklets and Teacher Manuals for Communications and Mathematics, Level 6 .
Dallas Independent School District, Tex. Dept. of Research and Evaluation.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Communication Skills; Computer Assisted Testing; Criterion Referenced Tests; Educational Objectives; *Mathematics Curriculum; Scoring; *Testing Programs; Test Items; *Test Manuals;

ED 233 051 TM 830 488

Meredith, Vana Hutto
South Carolina's Teacher Certification Testing.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Educational Legislation; Program Budgeting; Program Implementation; *State Boards of Education; State Departments of Education; State Programs; *Teacher Certification; *Teacher Evaluation; Testing Programs
IDENTIFIERS- National Teacher Examinations; *South Carolina

South Carolina's approach to teacher certification testing is presented. The teacher certification program is a combination of National Teacher Examination (NTE) requirements and Act 187 requirements. NTE's have been administered in South Carolina to certify teachers since 1945 and are administered in 45 teaching areas. In August 1979, Act 187 was enacted to provide for a fair and comprehensive program for training, certification, initial employment, and evaluation of public educators. On May 5, 1982, the State Board of Education, rejecting an implementation plan proposed by the Educator Improvement Task Force, issued three recommendations: (1) the State Board should pursue necessary action to provide for the implementation of Act 187; (2) the State Board and the State Department of Education should determine budgetary requirements for program implementation; and (3) the State Board should adopt the recommendations made by the Teacher Recruitment, Training, and Certification Committee in response to the recommendations made by the Educator Improvement Task Force. A discussion follows of the three testing programs (which are the major components of Act 187): Basic Skills Examination in Reading, Writing, and Mathematics; South Carolina Teaching Area Examinations; and the Student Teacher/Provisional Teacher Evaluation Instrument. A copy of Act 187, the Training, Certification, and Evaluation of Public Educators Law, is appended. (PN)

Each subject thus yields two scores under two combinations of distinct levels of the factors. It is assumed that the populations the groups represent are homogeneous bivariate normal. Significance tests are developed in the paper for the usual main and interaction effects associated with a 2-to-the-kth-power design. A fully worked example is included. (Author)

ED 233 068 TM 830 517

Dreger, Ralph Mason; And Others
A Standardization of the Mooney Problem Check List - College Form.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Affective Measures; *Check Lists; Comparative Analysis; *Factor Analysis; Higher Education; Item Analysis; Research Methodology; Standardized Tests; *Test Norms
IDENTIFIERS- *Mooney Problem Check List; *Principal Components Analysis; Rotations (Factors Analysis)

The Mooney Problem Check List, College Form, was administered to 2,261 students from six Louisiana universities, for standardization purposes. Usable protocols were obtained for 1,929 subjects. Comparisons among schools, school classes, sex, race, and marital status were made for the 11 Mooney categories. Norm tables were developed for all groups with sufficient N's for the categories. A component analysis was also done, with 13 components retained for rotation by Varimax and Promax. Comparisons among groups were also made for the 13 factors. Norm tables were likewise developed for sufficiently large groups. (Author)

ED 233 069 TM 830 518

Perlman, Carole L.
Tobit Regression: How to Get Better Estimates When There Are Floor or Ceiling Effects.

scores have traditionally been higher at lower grade levels than at higher grade levels. Cohorts of District students had scored high when in grades 1-3 in recent years and then lost ground with their peers in the national norming group over the following 2 or 3 years. The patterns of growth within grades, while indicating that achievement scores have generally improved in grades 1-8 in 1982, do not show that cohorts have yet caught up with their prior performances as younger students 2 or 3 years earlier. In order to catch up, growth within higher grades must exceed growth within lower grades. What has been actually happening is that, while growth generally exists in all of grades 1-8, it is even stronger at the lower grade levels than at higher grade levels. (PN)

ED 233 085 TM 830 581

Shepard, Lorrie; And Others
Accounting for Statistical Artifacts in Item Bias Research.
SPONS. AGENCY- Colorado Univ., Boulder. Council on Research and Creative Work.; Colorado Univ., Boulder. School of Education.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Achievement Tests; Black Students; High Schools; High School Seniors; *Latent Trait Theory; *Racial Bias; Research Methodology; Statistical Analysis; *Statistical Bias; *Test Bias; Testing Problems; Test Items; *Test Validity; White Students
IDENTIFIERS- *High School and Beyond (NCES)

Theoretically preferred item response theory (IRT) bias detection procedures were applied to both a mathematics achievement and vocabulary test. The data were from black seniors and white seniors on the High School and Beyond data files. We wished to account for statistical artifacts by conducting cross-validation or replication studies. Therefore, each analysis was repeated on randomly equivalent samples of blacks and whites (n's=1500). Furthermore, to establish a baseline for judging bias indices that might be attributable only to sampling fluctuations, bias analyses were conducted comparing randomly selected groups of whites. Also, to assess the effect of mean group differences on the appearance of bias, pseudo-ethnic groups were created, i.e., samples of whites were selected to simulate the average black-white difference. The validity and sensitivity of the IRT bias indices were supported by

ED 233 099 UD 023 001

Abadzi, Helen
A Texas Magnet Program: 1981-1983 Evaluation Materials and Results.
Fort Worth Independent School District, Tex. Dept. of Research and Evaluation.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; Communications; Educational Environment; Engineering Education; Finance Occupations; *Magnet Schools; Parent Attitudes; Program Descriptions; *Program Effectiveness; Program Evaluation; Racial Composition; *School Desegregation; Secondary Education; Student Attitudes; *Student Characteristics; Teacher Attitudes
IDENTIFIERS- *Fort Worth Independent School District TX

In order to promote voluntary integration in two high schools and a middle school, the Fort Worth Independent School District in Texas developed a magnet program that offers specialized curricula: engineering at the all black Dunbar High School, finance at the predominantly black Polytechnic High School, and communications at Dunbar Middle School. This report presents evaluation results for the first two years of the program (1981-82 and 1982-83). The evaluation investigated program admission criteria, changes in school racial composition, participant characteristics, student achievement, program curricula, and attitudes of teachers, students, and parents toward the program. Findings indicated that: (1) the quality of students admitted to the program improved between 1981-82 and 1982-83; (2) the schools' racial balance shifted from predominantly black to racial ratios that more closely resemble the district ratio; and (3) progress in achieving academic test score gains has been slow, but achievement levels are rising. The report includes several tables of data on student characteristics and achievement, and presents results of interviews with teachers, parents, and students involved in the program. (MJL)

ED 233 100 UD 023 002

Young, Herman A.
Cultural Differences That Affect Retention of Minority Students on Predominantly White Campuses.

Writing Skills
IDENTIFIERS- California (Orange County); *Score for College (Program); University of California

SCORE FOR COLLEGE was implemented in Orange County, California, public schools, to increase college and university eligibility among underrepresented high school students, through information, tutorial, and motivation programs concerning college admission. Directed primarily at students from minority ethnic groups, those from low income families, and females, the program included: (1) a summer residential program, which provided two intensive, 1-week sessions on creative writing, study skills, and college admission information; and (2) a school-year activities component, which provided counseling and tutoring services, activities to motivate students to aspire for college, and parent involvement activities. Evaluation of the program as it was implemented in five Orange County school districts, indicated the following accomplishments: (1) increased eligibility for admission to and increased actual enrollment at the University of California, among underrepresented groups; (2) participants' increased sensitivity to and acceptance of persons from different backgrounds; (3) improved attitudes toward school, self, and teachers; (4) improved academic performance; (5) better study habits; and (6) increase in the number of college aspirants. (MJL)

ED 233 114 UD 023 027

Hathaway, Walter
Evidence of the Success of Portland's Follow Through Program from Standardized Basic Skills Achievement Data.
PUB DATE- Jun 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; Elementary Education; Evaluation Methods; Graphs; *Mathematics Achievement; Measures (Individuals); Program Effectiveness; *Program Evaluation; *Reading Achievement; Research Problems
IDENTIFIERS- Portland Basic Skills Achievement Levels Testing; *Portland School District OR; *Project Follow Through; Rasch Scaled Scores

Students in grades 3 to 8, who participated in the Follow Through program in Portland, Oregon, were tested for their reading and mathematics achievement during Fall 1979, Spring and Fall 1980, and

Rucker, Douglas; Feldman, David
The Effects of Two Student Monitoring Procedures and Contingency Reinforcement on Three Task-Attending Behaviors.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Behavior Change; Comparative Analysis; *Elementary School Students; *Learning Centers (Classroom); *Positive Reinforcement; Primary Education; *Student Behavior; *Study Habits
IDENTIFIERS- *Monitoring

The comparative effectiveness of two student monitoring and reinforcement strategies was assessed among primary school students. The 50 participating students met in a multi-purpose instructional center during one of two sessions for academic periods of 30 minutes, three times a week. Students were assigned to one of six study groups in the center, one group for each multi-media learning station. Three target behaviors were identified and measured utilizing a variety of data collection procedures; the behaviors investigated were start up time, appropriate utilization of instructional hardware, and group decorum. Data were first collected during a teacher-monitored baseline condition. Subsequent interventions consisted of student-leader monitoring and student self-monitoring procedures. Across both interventions a token economy was introduced that allowed students to choose free time in the center as reinforcement. Results indicated that, in comparison with teacher-monitored baseline performance, both student monitoring strategies improved student behavior. Student-leader monitoring was more effective than student self-monitoring in managing the three targeted study behaviors. It is suggested that primary grade teachers might delegate to trained, student-leader monitors many managerial responsibilities that are related to study behaviors. (RH)

ED 232 780 PS 013 782

Telleen, Sharon; And Others
Observation Manual for Assessing Social Interaction between Preschool Aged Children and Their Caregivers.
PUB DATE- Aug 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- American Indian Culture; American Indian Education; *American Indians; Biographies; Cultural Background; *Cultural Influences; *Females; Life Satisfaction; Males; *Older Adults; *Sex Role; Social Environment; *Social Status; Tribes
IDENTIFIERS- Blackfoot (Tribe); *Cree (Tribe)

Among Indian groups of the Northwestern Plains (Blackfoot, Plains Cree, Dakota, Plains Ojibwa), older persons are respected for the spiritual power they have obtained. Differences exist between the several ethnic groups, but in general they assume that attainment of maturity and then old age proves spiritual power and makes the elder a proper model of behavior. Both men and women are respected for the spiritual power they embody, but different roads exist for the two sexes. Mrs. Winona Frank is an exemplar of the model Plains Cree woman, skilled in all womanly arts and spiritually powerful. Mrs. Frank's father, through a long apprenticeship, became a priest-healer. Mrs. Frank lived with and assisted her grandmother and became an apprentice herbalist and midwife, a role less prestigious than her father's; however, her status is acknowledged by her being seated with other elders within the Sun Dance lodge during the annual ceremony. Blackfoot women tend to be more fiercely independent than Cree women, to demand respect; the Blackfoot Sun Dance can be held only if a respected woman will serve as Holy Woman. Plains Indians see women and their activities as complementary to, rather than inferior or subordinate to, those of men. (MH)

ED 232 795 RC 014 095

Rodriguez, Fred; Sherman, Ann
Cultural Pluralism and the Arts. A Multicultural Perspective for Teacher Trainers in Art and Music.
Kansas Univ., Lawrence. School of Education.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, D.C. Ethnic Heritage Studies Program.
PUB DATE- 83
CONTRACT- G008104518
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- American Indian Culture; Art; Art Activities; *Art Education; Black Culture; Cubans; Cultural Pluralism; Elementary

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTIONS- American Indian Culture; American Indian Education; American Indian History; *American Indian Literature; *American Indians; Annotated Bibliographies; *Childrens Literature; Cultural Awareness; Elementary Secondary Education; *Evaluation Criteria; Textbook Bias; *Textbook Selection; Tribes

A bibliography of books about American Indians provides annotations and evaluations by Indian educators and others for each book, and indicates grade level, and whether the book would be recommended for Indian children. Chapter 1 discusses organization of material and lists the evaluators. Chapter 2 addresses problems (inaccuracies, omission of facts, attitudes of writers) in using available children's books about Indians, and gives suggestions for teachers on selection and use of books about Indian life and culture. Chapter 3 is the annotated list of books, approximately 1,652 entries, published between 1826 (James Fenimore Cooper's "The Last of the Mohicans") and 1978, in alphabetical order by title; entries contain an evaluation (highly recommended, recommended, acceptable, questionable, very questionable--Indian evaluator would not want to expose his own children to this book), interest level (grade level), readability level, number of pages, publication date, and price (if available). Chapter 4 lists all of the books by tribe, region, and subject, so anyone interested in a particular tribe or subject will find a list of titles of relevant books, then can refer to chapter 3 for the annotations. Chapter 5 lists publishers of Indian books. Two maps showing locations of tribes mentioned are included. (MH)

ED 232 810 RC 014 221

Guyette, Susan; Heth, Charlotte
American Indian Higher Education: Needs and Projections.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Alaska Natives; American Indian Education; *American Indians; American Indian Studies; *College Students; *Community Involvement; Community Role; Dropouts; Educational Cooperation; *Educational Needs; Graduate Study; Higher Education; Needs Assessment; *Program Content; Student Needs; Two Year Colleges;

basic skills in the course work. The outlines for the 14 units contain information about the origins, attitudes, values, population, government, family life, plant use, spiritual philosophy, self expression, and education of American Indians. The units also outline information about Indian contact and exchange with other cultures, U.S. government policy toward Indians, treaties, contemporary issues, and stereotyped images of Indians. The volume contains a bibliography. (SB)

ED 232 824 RC 014 241

Literacy and Basic Education: A Selected, Annotated Bibliography. Annotated Bibliography #3.

Michigan State Univ., East Lansing. Non-Formal Education Information Center.

SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- 81
AVAILABLE FROM- NFE Information Center, Michigan State University, 237 Erickson Hall, East Lansing, MI 48824 (while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Adult Basic Education; *Adult Literacy; Adult Reading Programs; *Basic Skills; Developing Nations; Foreign Countries; *Functional Literacy; Functional Reading; Instructional Materials; *Literacy Education; *Nonformal Education; Program Evaluation; *Rural Education; Rural Population; Social Change; Teacher Education Programs; Teaching Guides; Visual Literacy
IDENTIFIERS- Africa; Asia; Latin America

A selected annotated bibliography on literacy and basic education, including contributions from practitioners in the worldwide non-formal education network and compiled for them, has three interrelated themes: integration of literacy programs with broader development efforts; the learner-centered or "psycho-social" approach to literacy, often with socio-economic change as an ultimate goal; and community-based initiatives for literacy programs, stressing learner participation in developing materials, teaching peers, and evaluating the program and individual progress. Documents dating between 1963 and 1980, with most entries from 1975 to 1980, are classified into 9 general areas: Approaches and Methods (20 entries); Planning, Curriculum Development, and Training (14); Instructional Aids, Materials, and Technologies (13); Post-Literacy

PUB DATE- 82
AVAILABLE FROM- Choctaw Heritage Press, Route 7, Box 21, Philadelphia, MS 39350 ($8.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- American Indian Culture; *American Indian History; American Indian Reservations; American Indians; American Indian Studies; Civics; Cultural Background; Democracy; Economic Development; Family Structure; *Federal Indian Relationship; *Instructional Materials; Relocation; Secondary Education; *Self Determination; *Treaties; Tribes; United States History
IDENTIFIERS- Mississippi; *Mississippi Band of the Choctaw (Tribe); *Tribal Government

The first in a series of planned secondary curriculum materials about the Mississippi Band of Choctaw Indians, the book traces Choctaw tribal government from before seventeenth century contact with the French to the present day. Chapter I treats tribal government in the period before contact with the French, when Choctaw family structure and relationships were well defined. Chapter II discusses the course of the seventeenth and eighteenth century French alliance with the tribe. Chapter III details a series of United States-Choctaw treaties dating from 1786 and including the 1830 Treaty of Dancing Rabbit Creek which resulted in the removal of many of the Choctaw to Oklahoma. Chapter IV described the tribe's "dark ages" between 1830 and the 1921 colonization operation of the Choctaw Agency. The chapter also describes the 1944 declaration of the Choctaw Reservation, the re-emergence of tribal government and its 1975 reorganization, and the new spirit of self-determination and economic development that exists today. The chapter contains biographies of five tribal leaders. Appendices contain the text of nine treaties and the revised tribal by-laws and constitution. The book, written by tribal members and scholars, is illustrated with black-and-white photographs and maps. (SB)

ED 232 838 RC 014 256

Neal, Colleen, Ed.
Sharing Our Worlds. Native American Children Today.
United Indians of All Tribes Foundation, Seattle, Wash.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 80

Kahl, Stuart R.; Anderson, Ronald D.
Science Meta-Analysis Project: User's Guide for the Machine-Readable Raw Data File.
Colorado Univ., Boulder. Lab. for Research in Science and Mathematics Education.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- NSF/SED-82028
PUB DATE- Jun 82
GRANT- SED-80-12310
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Academic Achievement; *Computer Storage Devices; *Databases; Elementary School Science; Elementary Secondary Education; *Information Retrieval; Magnetic Tapes; *Meta Analysis; *Science Curriculum; Science Education; *Science Instruction; Science Programs; Secondary School Science; Student Characteristics; Teacher Characteristics; Teacher Education; Teaching Methods
IDENTIFIERS- National Science Foundation; *Science Education Research

The Science Meta-Analysis Project (SMAP) resulted in the meta-analysis of a sizable proportion of the research in pre-college science education. Seven broad questions were examined during the study. These include the effects of different curriculum programs, effects of different instructional systems used in science teaching, effects of various science teaching strategies on achievement, effects of inquiry teaching and advance organizers in science education, effects of pre/in-service teacher education programs and techniques, relationships between teacher characteristics and teacher behaviors and student outcomes, and relationships between student characteristics and student outcomes in science. The raw data obtained during the study are available on a data tape described in this document. The tape (written in 1600 CPI 9-track, line image form with 80 columns per line) consists of seven separate files, one for each of the broad questions examined: curriculum programs, instructional systems, teaching strategies, nature/structure of content, teacher education, teacher characteristics, and student characteristics. The contents of each file are outlined by card number, column number(s) and variable. Also included are separate bibliographies of the research studies used in each of the seven data files. (JN)

ED 232 852 SE 042 625

generated during the search phase for both retrieved and stated answers. Both decision mechanisms are necessary to predict the separate effects of split and confusions which have been observed in the laboratory. The conclusion of the paper discusses the relationship of the simulation to developmental processes in mental arithmetic performance, considering the interplay between declarative knowledge of the sort simulated and "procedural" knowledge of arithmetic algorithms and heuristics. (Author/JN)

ED 232 865 SE 042 639

Deshler, David; Cunningham, Sue
Energy Conservation Education: Program Evaluation Design Considerations.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Conferences; *Conservation Education; Curriculum Evaluation; *Energy Conservation; Environmental Education; *Evaluation Methods; Inservice Teacher Education; Literature Reviews; Motivation; *Program Descriptions; Program Development; *Program Evaluation; *Research Design; Research Methodology; Workshops
IDENTIFIERS- *Energy Education

This paper provides: (1) a statement regarding the political context for energy conservation education programs; (2) a brief description of the types of program efforts reflected in the literature; (3) an overview of the purposes and approaches to energy conservation education program evaluation reflected in available literature; and (4) a discussion of evaluation design challenges that face energy conservation program evaluators. Program efforts discussed include: classroom curriculum units for schools; conferences for planners and public officials; workshops for homeowners and others; energy fairs and exhibits; mass media, interorganization networks, and consulting (including energy audits). Evaluation design challenges considered include multiple sponsorship, assumptions about conservation motivation, energy use measurement, social desirability bias, and interpretation of findings; each of these areas is described along with approaches used to make findings/interpretations useful for program proportional logic ability achieved 5.5% more correct answers. Children with low spatial scores benefited more from the student-centered treatment. Other results were also presented. It was concluded that an inductive approach including active manipulation of objects helps foster understanding of transformations. (MNS)

ED 232 879 SE 042 656

Maher, Carolyn A.; De Stefano, Frank V.
Path Analysis Model of Aptitude-Instruction Associations Over Time on Achievement in Solving Percent Problems.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Aptitude Treatment Interaction; *Cognitive Processes; Educational Research; Grade 8; *Mathematics Instruction; *Path Analysis; *Percentage; Problem Solving; Ratios (Mathematics); Secondary Education; *Secondary School Mathematics; Teaching Methods
IDENTIFIERS- *Mathematics Education Research

The study examined whether embedding the linear equations and ratio and proportion strategies used to solve percent problems in the higher-order structures of proportional logic and group properties would aid achievement. Thus, it examined the interaction in differences in understanding fundamental structures in mathematics, and instruction requiring their use in solving percent problems. Participating were 141 eighth-grade students aged 12-14 from six intact classes. Three 10-item tests were constructed to assess achievement in solving percent problems; understanding of proportionality and group properties was clinically assessed with a balance beam task and a figure rotations task. Two sets of parallel units were prepared, one based on ratio and proportion concepts and the other on the solutions to linear equations. It was found that the attainment of formal operations for proportional logic was not associated with short-term success for solving percent problems with the ratio and proportion method, but it was for the delayed posttest 6 weeks later. For the linear equation method, both short- and long-term success required understanding of the structures for both group properties and proportional logic. Other results are also reported and discussed. (MNS)

the social system, its complement to statistical analysis, and its study of the unanticipated consequences of social change. By examining the social settings and organizations of our societies, qualitative research can inform of existing conditions and thus can enlighten policy formation. (KC)

ED 232 894 SO 014 662

Wagner, Paul A.
Kohlberg, Science and Indoctrination.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Definitions; *Developmental Stages; *Individual Development; Models; *Moral Development; *Personality Theories; Research Design; Research Methodology; *Scientific Methodology; Scientific Research; Semantics
IDENTIFIERS- Developmental Theory; *Indoctrination; Kohlberg (Lawrence); Moral Reasoning

The author argues that unless Kohlberg's theory of moral development can be demonstrated empirically, based on scientific evidence, his ensuing plan for a program of moral education amounts to no more than a systematic program of indoctrination. Kohlberg identifies the moral stage of a person by eliciting from a subject the reasons referred to in determining to act one way rather than another. While Kohlberg claims to study the structure of responses rather than their substance, it is questionable whether these are separable and whether relying on immediate utterances of responses is sufficient evidence for characterizing individuals into particular stages. Determining the scientific usefulness of a proposed theory depends upon the semantic clarity of the terms used in constructing the theory, and Kohlberg's description of "stages" as "organized systems of thought" is one example of the semantic insufficiency and ambiguity characteristic of Kohlberg's paradigm. It is fundamentally important to a theory that is grounded upon the linguistic behavior of its subjects to develop clearly constructed procedures for associating observation expressions such as "justice" with terms of less ambiguous nature. In conclusion, by constructing a particular nomenclature, Kohlberg has made his ideas appear to be actual, and appear, therefore, to be a legitimate object of scientific study. (LH) productivity; (4) the belief that Americans are entitled to government support, resulting in increased dependency on Social Security, unemployment compensation, and other benefit programs; (5) the channeling of profits into environmental and regulatory programs rather than into future investments; (6) an increasing dependence on imported oil, resulting in increasingly higher energy costs; and (7) the ever-increasing burden of keeping up with the Soviet Union in defense. Americans can ease these pressures by first slowing down the pace of nonessential and credit buying. Second, there must be a voluntary slowdown in wage and price demands. Third, Americans must reduce their demands on government and stop driving the country into continued deficit spending and finally, we must accept slower rates of economic growth at the personal and corporate level. (LH)

ED 232 909 SO 014 782

A Rising Tide Lifts All Boats: America's New Test of 'Supply Side' Economics. Fundamentals of Free Enterprise, No. 7.
American Fletcher National Bank and Trust Co., Indianapolis, IN.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Business Cycles; Capitalism; Credit (Finance); Economic Change; Economic Progress; Economics Education; *Finance Reform; *Financial Problems; *Fiscal Capacity; High Schools; *Inflation (Economics); Investment; *Money Management; *Socioeconomic Background; Socioeconomic Influences; Tax Allocation
IDENTIFIERS- *Free Enterprise System; Keynesian Economics; PF Project; Profit Maximization; Reagan Administration; Roosevelt (Franklin D); *Supply Side Economics; United States

Designed for high school economics students as a public service project of the American Fletcher National Bank, the booklet examines the "supply-side" philosophy of economics of the Reagan Administration as compared to the "demand-side" emphasis of the past. The manipulation of the nation's economy by raising or lowering government spending may be compared to the turning off and on of a water faucet. The Keynesian theory, which has prevailed since the Roosevelt administration, contends that deficit government spending can stimulate an economy by putting people back to work and creating a demand for new products, thus generating more production and jobs. Due to the tripling of the nation's debt in the 1970's,

4 games and simulations, and 7 teacher resources); (4) 3 related professional organizations that may prove helpful in this area; and (5) 3 journals and newsletters. (DC)

ED 232 928 SO 014 811

Reference Sheet on Political Science and American Government.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Civics; Educational Games; *Instructional Materials; Nonprint Media; *Political Science; Professional Associations; *Resource Materials; Secondary Education; Simulation; Textbooks; *United States Government (Course)
IDENTIFIERS- PF Project

Teaching civics, political science, and government at all levels is the topic of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 8 citations from "Resources in Education" (RIE); (2) 9 citations from "Current Index to Journals in Education" (CIJE); (3) 42 commercially available "Student and Teacher Materials" (15 textbooks, 7 supplementary print materials, 9 multimedia programs, 6 games and simulations, and 5 teacher resources); (4) 4 related professional organizations that may prove helpful in this area; and (5) 3 journals and newsletters. (DC)

ED 232 929 SO 014 812

Phillips, Jim
World Hunger: Facts. Facts for Action #1.
Oxfam America, Boston, MA.
PUB DATE- Oct 82
AVAILABLE FROM- Oxfam America, 115 Broadway, Boston, MA 02116 (1-20

of citizens from the other countries. Finally, students with international contacts appeared more favorably disposed toward regional integration. (RM)

ED 232 943 SO 014 919

Gorenflo, Larry
Beware of the Bandwagon: Some Reflections on the Role of Discourse in Geographical Inquiry.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Beliefs; Cartography; Ecology; *Geography; *Social Science Research; *Values
IDENTIFIERS- *Discourse; Husserl (Edmund); Phenomenology

The topic of discourse in general is examined and examples of how scientific inquiry in the field of geography is affected by discourse are provided. To develop a more complete understanding of research, the author states that it is often useful to step back and ask why researchers choose to conduct research as they do, and why they so often ride the intellectual bandwagons which roll through various disciplines. He then discusses how a portion of the answer may lie in certain thoughts stemming from Foucault's conceptualization of discourse, defined as a broad collection of principles and beliefs which serve to set the bounds of knowledge and understanding. The effects of discourse on the following three areas of geography are examined: (1) the evolution of cartography; (2) the study of human ecological adaptation; and (3) the influx of quantitative approaches to the study of geographical topics. Insights grounded in the phenomenology of Husserl, particularly the notion of regional ontologies, are proposed as important potential means of dealing with the effects of discourse. (Author/RM)

ED 232 944 SO 014 920

DESCRIPTIONS- *Academic Achievement; *Academic Standards; Art Activities; Art Appreciation; *Art Education; Comparative Analysis; *Educational Assessment; Educational Research; *Educational Trends; Elementary Secondary Education; Longitudinal Studies; *Music Education

IDENTIFIERS- Connecticut; Minnesota; National Assessment of Educational Progress

During the 1970's, the National Assessment of Educational Progress (NAEP) conducted two assessments of art abilities (1974-75 and 1978-79) and two of music skills (1971-72 and 1978-79) of 9-, 13-, and 17-year-olds, giving a picture of trends in performance over the course of the decade. State assessments were also conducted by Connecticut and Minnesota for comparison to NAEP findings. Findings in music indicate that knowledge about the elements of music and musical notation have decreased, although a positive attitude toward music prevails. Findings in art indicate that although knowledge about art is low, performance does improve with age and number of classes taken. Students are less willing to accept nontraditional art, pursue artistic activities outside of school, or perceive art as important. State assessments in Minnesota and Connecticut indicate that Minnesota compares favorably over the nation in music achievement while Connecticut outperformed the nation in both music and art. Due to emphasis on back-to-basics, the arts are not being nurtured as they might be, and efforts should be made to ensure that achievement levels in art and music do not erode further by (1) promoting greater awareness of the importance of art to physical and national well-being; (2) encouraging a more sophisticated view of art; (3) allocating state recommended minimum amounts of time to art and music; (4) employing certified art and music teachers; and (5) encouraging student participation in artistic endeavors. (LH)

ED 232 959 SO 014 945

Rushdoony, Haig A.

Integrating Reading and the English-Language Arts in the Geography Curriculum.

PUB DATE- 29 Oct 82

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Concept Teaching; Content Area Reading; Elementary

Leonard, Leo D.; And Others
Developing Quality Inservice Offerings: A Context Based Program at a Small University.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College School Cooperation; *Extension Education; *Field Instruction; *Graduate Study; Higher Education; *Inservice Teacher Education; Masters Degrees; *Masters Programs; Program Development; School Districts; Small Colleges; Teacher Education Programs
IDENTIFIERS- *University of Portland OR

A field-based master's degree program offered by a small private university is sequenced so that students may complete course requirements identical to those offered on campus. The program at the University of Portland (Oregon) offers selected courses at key locations not more than 50 miles from campus and is staffed by university faculty. This radius allows for ease in on-site visitation by the graduate school, advisement of students, and monitoring of the program. Participating faculty, teaching the same course on-campus as well as off, are able to carry a full-time faculty load. The program was developed through collaboration between the university and school district curriculum directors, with input from potential graduate students. It is a requirement that all graduate students take classes on campus for at least one semester; this can be during a summer session. Cooperation between the school of education and the school districts provides assistance to the students in paying tuition. A needs assessment questionnaire used in developing appropriate programs in the school districts is included. (JD)

ED 232 974 SP 022 791

Ayers, Jerry B.
Study of the Teacher Preparation Programs of Tennessee Technological University. Report 83-2. Tennessee Technological University Teacher Evaluation Model--Year X.
Tennessee Technological Univ., Cookeville. Coll. of Education.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

future rests on appropriate organization and ethical interaction, has made it imperative that teachers help children of the 21st century understand cultural differences and world problems. A case-study detailing how the Educational Department of Wittenberg University (Ohio) addressed this charge is presented. The major goals of this project were to increase preservice teacher awareness of international issues, and to establish international student teaching experiences, with close institutional collaboration and accountability. Six categories for decision making and action were found to be crucial for the achievement of these goals: (1) a foundation and framework for specific action; (2) curriculum content; (3) site selection and visitation; (4) development of resources; (5) faculty participation; and (6) administration and management. (JD)

ED 232 989 SP 022 848

Varlack, Pearl; Harrigan, Norwell
Educating Teachers in the Microstate: In Search of Relevance.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Cultural Differences; Curriculum Design; *Developing Nations; Foreign Countries; Higher Education; Needs Assessment; *Regional Characteristics; Relevance (Education); Research Tools; *Social Systems; Teacher Education Curriculum
IDENTIFIERS- *Raran Model; *Resource Utilization; Virgin Islands

This paper describes the Raran model, an analytical tool for examining "microstates" in small developing countries and relating a country's characteristics to curriculum needs in teacher education. It applies to countries which have limited land area and resources, a large population, and which are politically independent or internally self-governing and wish to be recognized as separate and distinct entities and to hasten their development. The Virgin Islands served as a case study for the model, which includes a number of statements widely held to be descriptive of the society and a set of 4 evolutionary and 21 ecological, socioeconomic, and psycho-cultural constructs which reflect the significance of the descriptive statements. Since each culture has particular needs that education must satisfy, the content and design of teacher education programs should articulate microstate characteristics if they are to suggested. (JD)

ED 233 005 SP 022 865

Pitiyanuwat, Somwung
Teacher Education Curriculum for the 21st Century: Peace Education Program.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Civil Liberties; *Conflict Resolution; Educational Strategies; Foreign Countries; *Global Approach; Higher Education; Humanism; Peace; Preservice Teacher Education; Schools of Education; *Teacher Education Curriculum; *Values
IDENTIFIERS- *Thailand

The spirit of human rights and the desire for peace should be an integral part of the educational curriculum at all levels. If teaching for peace and human rights is to be convincing and effective, however, teachers must be trained who are motivated and aware of the issues. Faculty of Chulalongkorn University, a leading teacher education institution in Thailand, have conceptualized a program to help make teachers aware of values and ideology they can personally convey in their teaching, and of multiple implications, which contribute to objectivity in their teaching. Peace education is a minor field of study for the bachelors degree in education. This minor consists of courses including: introduction to peace science, peace education, conflict management, and a practicum in peace education. The courses and a model for student teaching and clinical experience in peace education are described. (SP)

ED 233 006 SP 022 866

Fulton, John F.
Teacher Education in Northern Ireland.
PUB DATE- Jul 83

the higher scores of teachers of young children is encouraging, since research has indicated that, the younger the child, the more influence the teacher has on modifying sex-role stereotypical beliefs. Sample items from the questionnaire are included. (JD)

ED 233 021 SP 022 899

Perrott, Elizabeth
Effective Teaching. A Practical Guide to Improving Your Teaching.
REPORT NO.- ISBN-0-582-49712-4
PUB DATE- 82
AVAILABLE FROM- Longman, Inc., College Division, 1560 Broadway, New York, NY 10036 ($7.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTIONS- *Classroom Communication; Classroom Observation Techniques; *Classroom Techniques; *Educational Strategies; Elementary Secondary Education; *Instructional Development; *Lesson Plans; Listening Skills; Questioning Techniques; Recordkeeping; Teacher Attitudes; *Teacher Effectiveness; Teaching Methods

This book, designed for teachers and trainee teachers, provides an introduction to basic techniques and procedures in the classroom. The book illuminates these techniques and provides help in understanding their purpose and how they can be best used. There are chapters on essential topics such as lesson planning, lesson presentation skills, questioning, affective communication, and class organization. There is also a chapter on classroom observation techniques which provide a means of recording and analyzing specific teaching events in full-size classes, where isolated events, though difficult to distinguish, can sometimes hold the key to solving specific teaching problems. Exercises are included in each chapter to provide practice in skill application. (JD)

ED 233 022 SP 022 901

Test Use
IDENTIFIERS- *Assessment of Baseline Curriculum

Assessment of Baseline Curriculum (ABC Tests) is a locally developed objectives-referenced assessment system that matches the Dallas Independent School System's Baseline Curriculum. Designed for instructional use and not for accountability, a major purpose of the ABC Test is to measure student attainment of objectives in the Mathematics and Communications Baseline Curricula. The assessment system consists of two major components: (1) a set of ABC test materials for grades 1-8, and (2) a scoring and reporting service. Test materials consist of students' booklets and teachers' manuals. Students' booklets assess all objectives that appear on the Student Progress Report. Teachers' manuals contain a description of ABC tests, an answer key, recommended minimum passing scores for each objective, and a copy of the student's booklet. The Scoring and Reporting Service, relying on a central computer, Student Progress Reports and Class Profiles to teachers when needed. Scantron scoring and hand scoring are additional options available to teachers. This document contains only sample booklets and manuals. (LC)

ED 233 037 TM 830 434

King, J. A.; Pechman, E. M.
The Process of Evaluation Use in Local School Settings. Final Report.
New Orleans Public Schools, LA. Dept. of Research and Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 82
GRANT- NIE-G-81-0900
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrators; Decision Making; Elementary Secondary Education; *Evaluation Methods; *Evaluation Needs; *Evaluation Utilization; Evaluators; *School Districts; *Urban Areas; Use Studies
IDENTIFIERS- Conceptual Frameworks; Naturalistic Evaluation

This report presents the results of a yearlong study of the process of evaluation use in a large city school district. Based on extensive naturalistic data-gathering, the research documents how local school administrators use evaluation information generated by the district's research and evaluation unit. The significance of the research is the framework presented for conceptualizing the evaluation use process in a local education agency, including the following concepts: three new or revised use factors ("espoused

ED 233 052 TM 830 491

Franz, Jennifer D.
What "Should Be" in the High School Curriculum: A Cooperative Approach Using Survey Research Methods, or, Convincing Local School Boards of the Value of Survey Research.
PUB DATE- 11 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Administrator Attitudes; Administrator Role; Boards of Education; *Community Surveys; Curriculum Development; High Schools; *Management Development; Principals; Public Opinion; Researchers; *Research Methodology; *Research Utilization; *Secondary School Curriculum
IDENTIFIERS- *Sacramento City Unified School District CA

A community-wide survey to examine needed changes in the Sacramento City Unified School District high school program was designed and implemented. Because of problems encountered in presenting a proposal, a major initial and ongoing objective was the education of administrators and board members in conducting a valid community survey. Underlying design premises were that many segments of the community have valid opinions on subjects related to schools, survey research provides a mechanism for basing decisions on total community views, school district personnel who determine changes in school programs should "own" the research upon which decisions are made, and administrators should fully understand the procedures and reasons for them. In a three-stage priority-setting process, high priority and low priority questions were drafted. The final draft was evaluated by the principals. Actual conduct of the telephone survey used a random-digit-dialed sample. Although administrators took strong exception to several community opinions, the issues were debated on their merits rather than through an attack on the research. Client "ownership" and methodological understanding of the survey was worthwhile. (CN)

ED 233 053 TM 830 492

Wisconsin Pupil Assessment Program Report, 1982. Bulletin No. 3212.
Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; *Estimation (Mathematics); *Least Squares Statistics; *Mathematical Models; *Regression (Statistics); Research Methodology
IDENTIFIERS- Data Interpretation; Decomposition Analysis (Statistics); *Tobit Model Analysis

The purpose of this paper is to illustrate the use of tobit analysis and tobit decomposition in educational research. Tobit estimates of growth rate in the presence of a ceiling effect were compared with ordinary least squares (OLS) and weighted least squares (WLS) estimates. The tobit estimates had the smallest standard error, the smallest bias, and the smallest mean squared error. (Author)

ED 233 070 TM 830 519

Kraemer, Helena Chmura
Unorthodox Uses of Correlation Coefficients.
PUB DATE- 11 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Analysis of Variance; Behavioral Sciences; *Correlation; *Research Methodology; *Statistical Analysis
IDENTIFIERS- Data Interpretation; Effect Size; F Test

While the potential use of correlation methods has spread to wide contexts and these uses have permeated behavioral research, their scope remains the orthodox applications: to test independence, and to measure association. It is well worth noticing that problems having no obstensible connection to dependence, independence, or association have been resolved by use of correlation theory. Three examples of unorthodox uses are: (1) compare means, (2) compare variances, and (3) properly prepare for and interpret profile analysis of variance results. In place of comparing the mean difference in two independent normal populations having equal variances, one might report the effect size (the mean difference expressed in units of within-group standard deviation) approximated by a correlation coefficient. In samples of two normal several findings. The pattern of between study correlations showed high consistency for parallel ethnic analyses where bias was plausibly present. Also, the indices met the discriminant validity test. Overall the sums-of-squares statistics (weighted by the inverse of the variance errors) were judged to be the best indices for quantifying item characteristic curve differences between groups. (PN)

ED 233 086 TM 832 001

Benefits of Coaching on Test Scores Seen as Negligible.
Capitol Publications, Inc., Arlington, VA.
PUB DATE- 13 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTIONS- Research Reports; *Scores; *Test Coaching; *Test Wiseness
IDENTIFIERS- PF Project; *Scholastic Aptitude Test

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: A new study by a pair of Harvard University researchers discounts earlier findings that coaching can substantially improve student performance on the Scholastic Aptitude Test (SAT). "There is simply insufficient evidence that large score increases are a result of a coaching program," write Rebecca DerSimonian and Nan Laird in the most recent issue of the Harvard Educational Review. There is "evidence in the data to support a positive effect of coaching. However, the size of the effect which we can safely attribute to coaching is too small to have much attraction either for individual examinees or for educators." DerSimonian and Laird's findings are at odds with those of two other Harvard researchers, Warner Slack and Douglas Porter, who in 1980 caused a stir when they claimed that an intensive six-week coaching course could boost SAT scores by 40 to 85 points (RR, Sept. 17, 1980). The study by DerSimonian, a Ph.D. candidate in biostatistics, and Laird, a professor of biostatistics at Harvard's School of Public Health, estimates a much smaller gain of about 10 points. DerSimonian explained that the difference had to do with the research methodology. Unlike previous studies, which lumped together all analyses of coaching effects, DerSimonian and Laird looked at well-controlled and less well-controlled studies separately. They found that the size of test score gain attributed to coaching is correlated with the design of a particular study. The less well-controlled the study, the greater the effect of coaching is

PUB DATE- 14 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Black Achievement; *Black Students; *College Admission; *Cultural Differences; *Cultural Influences; Higher Education; Majority Attitudes; School Counseling; *School Holding Power; School Policy; *Science Careers; Student Characteristics; Student Recruitment; Whites

Low college admission and retention rates among blacks have contributed significantly to black underrepresentation in leadership and decision making roles in today's highly technological society. To a large extent, admission and retention problems stem from cultural differences, which cause blacks to perceive hostility in predominantly white college campuses. In a society where the values of the white majority dominate, blacks must conform in order to succeed; however, conformity may require sacrificing one's own values, and lead to feelings of frustration and self worthlessness. On the other hand, to maintain feelings of self worth, blacks may have to adopt behaviors that will hamper their success in the dominant society. In higher education, the fact that white culture emphasizes intellectualism and the scientific disciplines, while blacks are predisposed toward the humanities, works against blacks' success in science and other technical fields that the present society values. In order to increase black participation in these areas, colleges must focus on (1) selecting black students who can adjust to the college's social system, (2) developing goal oriented behaviors among blacks that stress scientific and intellectual pursuits, (3) emphasizing that minority and dominant value systems can coexist, (4) providing social and psychological support for blacks, and (5) allowing for differences in students' learning styles. (MJL)

ED 233 101 UD 023 003

Fenn, Lawrence M.; Iwanicki, Edward F.
An Investigation of the Relationship between Student Affective Characteristics and Student Achievement within More and Less Effective School Settings.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

Spring 1981. The measuring instrument used was the Portland Basic Skills Achievement Levels Testing Program. Test results were reported as RIT (Rasch achievement unit) scores. The data for Follow Through students were compared with achievement data for control groups, achievement data for all students in the Portland School District, and national norms. This report presents the results of the comparison in the form of graphs and tables. It is concluded that the Portland Follow Through program has consistently raised and sustained basic skills achievement scores significantly above the control group and even above national norms, and that the effects have been more pronounced in reading than in mathematics. (MJL)

ED 233 115 UD 023 033

Yagi, Ken
State Disadvantaged Child Project. Evaluation Report, 1981-82.
Portland Public Schools, Oreg.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; *Basic Skills; *Compensatory Education; *Curriculum Enrichment; Early Childhood Education; *Economically Disadvantaged; Elementary Secondary Education; *Program Effectiveness; State Programs
IDENTIFIERS- Portland School District OR; *State Disadvantaged Child Project OR

The State Disadvantaged Child Project provides supplementary support services for 6,000 children residing in a low income core area and attending 10 elementary schools and 1 high school in Portland, Oregon. The project also covers other children, allocating funds to the Albina Youth Opportunity School (AYOS), Early Childhood Education Centers, and to a school program for Gypsy children. The funds provide personnel for physical education, music, nutrition, library services, teachers, aides, and/or support specialists. This report evaluates the achievement of the project. Section I provides an overall description of the programs which make up the State Disadvantaged Child project, including: sending school programs (whereby children residing within the boundaries of these school services may attend schools outside the care area); receiving school programs (whereby 15 schools receive students from the inner city care area); and special school programs. Section II summarizes the achievement data compiled for participating students, while section

Non-Classroom Use (055)
DESCRIPTIONS- *Child Caregivers; *Classroom Observation Techniques; Guidelines; *Interaction Process Analysis; *Parents; *Preschool Children; Preschool Education; *Preschool Teachers
IDENTIFIERS- Category Observation Systems; Naturalistic Observation; *Social Interaction

The observation manual provides a system for the naturalistic observation of interactions between the preschool child and the caregiver. It can be used in research with the preschool aged child and the parent or teacher in home, laboratory, or school settings. The behavior categories included are applicable for collecting frequency data or sequential patterns of behavior and are appropriate for a study of reciprocal social interactions. The categories for observation of social interaction include context codes, child behaviors and caretaker behaviors. The context codes describe the play setting and the physical proximity of individuals in the interaction. The child behaviors categories include actions upon objects, physical movement, facial expressions, direction of gaze, and verbal and non-verbal communication. The caregiver behaviors include teaching behaviors, direction of physical movement, direction of gaze, facial expressions, and verbal and nonverbal communication. These categories of behavior are useful in a sequential analysis of data. A set of categories can be selected that are mutually exclusive and exhaustive. Using the mutually exclusive and exhaustive categories, behaviors of the child and the caregiver can be recorded simultaneously to provide data on patterns of behavior. Data on the sequence of the behaviors is obtained by recording the observed order of the occurrence of specified behavior patterns in units of time. (Author/RH)

ED 232 781 PS 013 783

Barnett, Mark A.
Similarity of Experience and Empathy in Preschoolers.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Affective Behavior; *Emotional Experience; *Empathy; *Preschool Children; Preschool Education; *Prosocial Behavior; Rating Scales; Videotape Recordings
IDENTIFIERS- *Similarity of Experience

Secondary Education; Hispanic American Culture; *Instructional Materials; *Learning Activities; *Multicultural Education; Music; Music Activities; *Music Education; Teacher Education; *Textbook Evaluation; Textbooks

Designed for teacher trainers and teachers interested in presenting a multicultural perspective in elementary and secondary art and music education, the training manual focuses on the art and music of three cultural groups: Black Americans, American Indians, and Hispanic Americans. The manual begins with an introduction to the concept of multicultural education and the rationale for the teaching approach, and includes statements of the art and music educators' need for multicultural education. The manual is then divided into two major sections, art and music. Each section presents a series of concepts taken from the three cultural groups from both traditional and contemporary approaches. For each concept, of which 12 are for art and 30 for music, the manual includes background and interpretive information and detailed classroom activities. For each activity, the manual notes the title, time frame, grade level, materials required, objectives, procedures, discussion questions, evaluation procedures, and related activities. Some activities are illustrated. Each major section also contains a review of multicultural content in selected textbooks, narrative and charted evaluations of the texts, and a bibliography of relevant resources and materials by cultural group. (SB)

ED 232 796 RC 014 100

Ober, Lynn; Dyson, Deborah S.
Relationship of State Departments of Education with Rural Schools. Rural Education Fact Sheet.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- *Agency Role; Elementary Secondary Education; Leadership Responsibility; Rural Education; *Rural Schools; *State Departments of Education; *State School District Relationship; Statewide Planning
IDENTIFIERS- Fact Sheets; PF Project

Undergraduate Study; Universities

A nationwide assessment of higher education needs of American Indians attempted to: identify graduate and undergraduate education offerings for American Indians; determine student needs for culturally appropriate education; determine the need for trained professionals in Indian communities; and determine the gaps between those needs and available training. Researchers applied a modified inductive approach to data from questionnaire surveys of 107 academic programs, 119 Indian communities, and 30 senior Indian students. Results indicated that American Indian programs in two- and four-year schools were more concerned than universities with recruitment and services but had similar difficulties acquiring appropriate faculty. Institutions and Indian communities agreed that a major cause of Indian student dropout was lack of previous educational skills. Communities also noted that lack of role models was a factor; institutions noted financial problems; and students cited cultural pressures which were greatest at Ph.D.-granting universities. A wide variety existed in program structure and offerings. Over 17% prepared students for elementary or preschool education; 11.2%, for art; 10.3%, for history; and 9.3%, for counseling. However, communities wanted trained professionals in business, counseling, medicine, and law. Training programs did not reflect the realities of Indian survival in the 1980s. (SB)

ED 232 811 RC 014 225

Pike, William A.
Alcoholism: Devastation for Indians. 36 Lessons on Alcoholism.
Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Alcohol Education; *Alcoholism; American Indian Culture; American Indian Education; *American Indians; Community Characteristics; Cultural Differences; Family Problems; Laws; *Learning Activities; Medicine; Personal Narratives; Rehabilitation Programs; Secondary Education; Units of Study
IDENTIFIERS- South Dakota (Aberdeen)

In an attempt to educate American Indians about the problems of alcohol abuse, the 36-lesson book presents historical, cultural, legal, medical, social, and personal facts about alcohol and alcohol

(7); Evaluation of Programs: Lessons and Policy Implications (11); Key Issues and Research Findings (14); Literacy and Development (18); Regional Issues, subdivided into Africa (6), Asia (5), and Latin America (3); and Journals and Newsletters, Bibliographies, and Directories (12). A 10th section lists 19 recent acquisitions, without annotations. The staff of the Non-Formal Education Information Center between 1976 and 1981 is listed. (MH)

ED 232 825 RC 014 242

Projects, Training, and Strategies for Generating Income: A Selected Annotated Bibliography. Annotated Bibliography #4.

Michigan State Univ., East Lansing. Non-Formal Education Information Center.

SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.

PUB DATE- 81

AVAILABLE FROM- NFE Information Center, Michigan State University, 237 Erickson Hall, East Lansing, MI 48824 (while supply lasts).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTIONS- Cooperatives; Developing Nations; *Economically Disadvantaged; Entrepreneurship; *Females; Foreign Countries; Group Activities; Handicrafts; Income; *Low Income Groups; Marketing; *Nonformal Education; *Out of School Youth; Rural Development; Rural Population; Small Businesses; *Training Methods; Training Objectives

IDENTIFIERS- Africa; Asia; *Income Generation; Latin America

A selected annotated bibliography on projects, training, and strategies for generating income, intended for persons actively engaged in non-formal education for development, reflects a growing number of projects on income generation by and for women's groups, and a reliance upon indigenous associations and group action. Documents dating from 1969 to 1980 are classified into four sections: General (20 entries), with materials citing reasons for emphasis on income generation and discussing general issues, trends, and concerns; Income-Generating Activities (21 entries), including examples of ongoing income-generating projects in a wide range of activities in Bangladesh, Bolivia, India, Papua New Guinea, Ecuador, Trinidad, Uruguay, Tanzania, Botswana, Senegal, Kenya, and other countries; Training for Income Generation (13 entries), listing materials, many of them practical, on training methods and training needs; Strategies to Facilitate Income Generation (22 entries),

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *American Indian Culture; American Indians; *Childhood Attitudes; Cultural Activities; Cultural Awareness; *Cultural Background; Cultural Education; Elementary Education; *Family (Sociological Unit); Food; Hawaiians; Instructional Materials; Reading Materials; *Recreation; *Values; Values Education
IDENTIFIERS- Filipinos; Portuguese People; Samoans

The book furthers cultural awareness with first person narratives describing the lives of five elementary school children who represent Native American tribes or a mix of Native American tribes with another culture. In a simple style, the children describe their activities, families, foods, recreational activities, and values, and explain their pride in their culture or cultures. Those cultures described in the book include: Filipino, Coast Salish, Gros Ventre, Assiniboine, Portuguese, Samoan, and Klallam. The large-print book is illustrated with black-and-white photographs. (SB)

ED 232 839 RC 014 257

Organizing and Operating an Indian Preschool. A "How-To" Manual.
United Indians of All Tribes Foundation, Seattle, Wash.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *American Indian Education; American Indians; Behavioral Objectives; Classroom Design; Classroom Environment; Cognitive Development; Community Resources; Cultural Education; Early Childhood Education; Educational Equipment; Field Trips; Guidelines; Health Activities; Instructional Materials; Learning Activities; Orientation; Parent Participation; *Preschool Education; *Private Schools; Records (Forms); *Relevance (Education); *School Administration; *School Organization; Student Evaluation; Student Recruitment; Student Transportation
IDENTIFIERS- *Daybreak Star Preschool WA

The 3-section manual gives educators and community people information about establishing and conducting a preschool program that promotes the intellectual and cultural growth of Indian

Slavin, Robert E.

Team-Assisted Individualization: A Cooperative Learning Solution for Adaptive Instruction in Mathematics.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- JHS-CSOS-340
PUB DATE- Jun 83
GRANT- G008001494; NIE-G-83-0002
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Elementary Education; *Elementary School Mathematics; *Individualized Instruction; Mathematics Education; *Mathematics Instruction; *Student Attitudes; *Student Behavior; Teamwork
IDENTIFIERS- Mathematics Education Research; *Team Assisted Individualization

The Team-Assisted Individualization (TAI) mathematics program has been developed in an attempt to make individualized instruction workable in the classroom by adding components of cooperative learning. This paper presents the rationale for the development of TAI and describes results of three field experiments conducted to assess the effect of TAI on student achievement, attitudes, and behavior. The experiments, which involved a total of 1,997 students in grades 3 through 6 (including mainstreamed students), demonstrated basic achievement effects of the program and a number of positive social and attitudinal effects. Results clearly indicated that TAI increases students' mathematics achievement more than traditional instructional methods and that TAI students gained more than their control counterparts on every achievement measure in every study, although the differences were not statistically significant on some subscales at some grade levels in the third experiment. In addition, the third experiment demonstrated that TAI could be used over an extended time period (most of a school year) as the primary means of mathematics instruction. Among the other results reported are those indicating that TAI can have a strong positive effect on the social acceptance and behavior of academically handicapped students. (JN)

ED 232 853 SE 042 626

decision-making. It is indicated that the effectiveness and feasibility of programs described depends on the quality of program evaluations performed and that the design challenges considered need to be addressed with care. (Author/JN)

ED 232 866 SE 042 640

LeBold, William K; Linden, Kathryn W.
Report on National Engineering Career Development Study. Engineers' Profiles of the Eighties.
Purdue Univ., West Lafayette, Ind. Dept. of Freshmen Engineering.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jun 83
GRANT- SED-79-19613
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Career Choice; *Career Development; Educational Research; Employment Experience; Employment Level; *Engineering Education; *Engineers; Ethnic Status; Higher Education; *Interests; Job Performance; Minority Groups; National Surveys; Occupational Aspiration; Personality Traits; Science Education; *Sex Differences; Student Characteristics
IDENTIFIERS- *Engineering Education Research; National Science Foundation

This study was designed to provide information about factors that influenced career decisions and career development patterns of contemporary engineers. Graduate engineers (N=2835) and beginning student engineers (N=980[illegible] completed survey instruments designed to measure demographic, cognitive, affective, and behavioral factors. Subjects also completed Strong-Campbell Interest Inventory (SCII) and/or Purdue Interest Questionnaire. Included in this report are major research issues/questions, methodology, results, and conclusions. Two of the findings reported indicate that the subjects' career decisions and job values were strongly influenced by intrinsic and extrinsic work-related factors and that behavioral descriptions of typical engineers and student engineers (based on the SCII) are similar. Supporting documentation and statistics are provided in six appendices. This information includes marginal percentages for total engineering graduate group and for total student group on, item-response percentages by sex, ethnic group, employment field (for graduate survey), and major field (for student survey), and survey highlights sent to participants. The last

ED 232 880 SE 042 657

Maher, Carolyn A.; And Others
Structure Variables and Multiperson Problem Solving Protocols.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Educational Research; *Elementary School Mathematics; Grade 6; *Grouping (Instructional Purposes); Intermediate Grades; Interviews; *Mathematics Instruction; *Problem Solving; *Protocol Materials
IDENTIFIERS- *Mathematics Education Research

This pilot study examined the form or nature of the more highly organized knowledge structures used by successful problem solvers and whether there are experiences that would encourage their development. Previous related research and a theoretical framework are discussed. The small-group problem solving mode was used, with "A Problem with Cards" chosen because it provided contexts and materials through which groups of children working together could construct various representations and use different strategies. One of five homogeneously-grouped grade 6 classes in Princeton Day School, with 15 students, was selected. A profile of each student was developed; two problem solving sessions for which students were divided into groups of 2, 3, and 4 were conducted; and each student was interviewed about the sessions. The protocol results are presented and analyzed in some detail, with a focus on commutativity, inverse, and generalizing. Comments from the interviews are also presented. It was concluded that several problem-solving strategies emerged as important. Group problem solving appeared to be an effective means of helping students develop the ability to analyze and solve problems. An appendix contains the card problem and questions. (MNS)

ED 232 881 SE 042 658

ED 232 895 SO 014 685

Patrick, John J.; Remy, Richard C.

Enhancing Education about the Constitution in High School American Government and History Courses. The Final Report of a Curriculum Development Project.

Indiana Univ., Bloomington. Social Studies Development Center.; Ohio State Univ., Columbus. Mershon Center.

PUB DATE- 10 Mar 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Constitutional History; *Curriculum Development; High Schools; Program Administration; Program Descriptions; Program Design; Program Evaluation; *Program Implementatio[illegible] Teacher Role; Textbook Content; Textbook Evaluation; *United States Government (Course); *United States History; Units of Study

IDENTIFIERS- *United States Constitution

Discussed are the origins, objectives, activities, and achievements of a project which developed a book of lessons to teach high school students about the U.S. Constitution. A textbook study and an educational conference revealed the need to develop supplementary curriculum materials to strengthen textbook treatments of the Constitution. The book of lessons was created according to established procedures in curriculum development: (1) conceptualization; (2) creation and evaluation of prototype lessons; (3) creation and evaluation of a complete collection of lessons; and (4) revision of lessons based on field tests and critical reviews. Contributions of teachers, scholars, and curriculum specialists were many and included providing lesson ideas, checking accuracy of material, and contributing knowledge about course organization. The scholars were also involved as critical reviewers of the lessons. Examples of their generally positive reviews are provided. The main achievement of the project was the book of 62 lessons entitled "Lessons on the Constitution: Supplements to High School Courses in American Government and History." Evidence gathered from field test teachers indicates that the lessons are practical and do work. Dissemination activities included 12 workshops and conferences. (RM)

leading "supply-side" spokesmen under the Reagan Administration have developed the philosophy which attempts to maximize both productivity and government revenues by cutting federal taxes and eliminating unnecessary government spending. This in turn is thought to generate more business activity and productivity. With the exception of prior commitments (interest on the federal debt, government pensions, social security), federal expenditures must be trimmed sharply to offset the expected short-term loss in revenue. Although Americans are among the most lavish spenders and meager savers in the world, taxpayers must save or invest the money they retain from lower tax rates in order for supply-side economics to succeed. (LH)

ED 232 910 SO 014 783

The Great Giveaway: Corporate Philanthropy Amid Declining Profits.
Fundamentals of Free Enterprise, No. 8.
American Fletcher National Bank and Trust Co., Indianapolis, IN.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Business Responsibility; Community Action; Economics Education; High Schools; *Philanthropic Foundations; *Private Financial Support; Public Agencies; *Social Change; *Social Responsibility; Social Services; Social Support Groups; Voluntary Agencies
IDENTIFIERS- Corporate Giving; *Free Enterprise System; *New Federalism; PF Project; Presidential Messages; Profit Maximization; Reagan Administration; United States

Designed for high school economics students as a public service project of the American Fletcher National Bank, the booklet examines corporate philanthropy in the context of President Reagan's "New Federalism," a program designed to return social welfare and human service programs to state and local government and the business community. In compliance with this program, a Task Force on Private Initiative was created to encourage an increase in corporate philanthropy. However, public polls indicate most Americans underestimate current corporate contributions to philanthropic causes such as colleges and universities, health and welfare, civic activities, and culture and art groups. The major shortcoming in corporate philanthropy today is that the burden is borne by too few,

copies, $0.50 each; over 20, $0.25 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Developed Nations; *Developing Nations; Expenditures; Global Approach; High Schools; *Hunger; *Illiteracy; *Infant Mortality; *Living Standards; Nutrition; Poverty; Quality of Life; World Problems
IDENTIFIERS- PF Project

Designed for global education at the high school level, this document presents statistics on malnutrition, infant mortality, and illiteracy in developing nations. The statistics are compared with private and government expenditures of wealthy nations. Examples of the statistical information for developing nations are: more than 500 million people in poor countries suffer from chronic anemia due to inadequate diet; in poor countries, 100 out of every 1,000 newborns die before their first birthday; and Ethiopia has one doctor for every 73,000 people. Statistics from wealthy countries include: North Americans spend more on chewing gum, tobacco, and alcoholic beverages each year than the entire annual budgets of many poor countries; rich countries consume 70 percent of the world's food grains, most of which is used to feed beef and dairy cattle; and the amount that the world spends in half a day for military purposes could finance the entire malaria eradication program of the World Health Organization. The document includes a poem, "The Great Tablecloth," by Pablo Neruda, suggestions for action, and a brief list of reference materials. (KC)

ED 232 930 SO 014 813

Phillips, Jim
Self-Reliance vs. Dependency. Facts for Action #2.
Oxfam America, Boston, MA.
PUB DATE- Oct 82
AVAILABLE FROM- Oxfam America, 115 Broadway, Boston, MA 02116 (1-20 copies, $0.50 each; over 20, $0.25 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

Fernekes, William R.
The Uses and Abuses of Oral History as an Instructional Technique in Social Studies Education.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Critical Thinking; *Educational Needs; Educational Objectives; *Educational Practices; Educational Research; *Ethnic Studies; *Instructional Improvement; *Oral History; Secondary Education; *Social Studies; Teaching Methods

To determine how oral history techniques are used in secondary level ethnic studies courses, and to make suggestions for improvement, 40 questionnaires were mailed to selected schools listed in directories of cultural journalism. The return rate was 33%. Results showed that oral history is used as an instructional technique by experienced teachers (minimum of 7 years in the classroom). However, most of the teachers do not utilize how-to-do-it manuals for oral history training; those who do usually use Foxfire materials and there is a lack of knowledge among the practitioners about non-Foxfire models. The instructors do not use critical approaches to teaching ethnic studies. Their two major objectives for using oral history are to transmit cultural heritage and to develop the personal-social understanding of students, not to challenge the status quo or to encourage the development of alternative approaches to historical understanding that might assist people in challenging consensus interpretations of the past. Teachers should educate themselves concerning the oral history techniques and research to become aware of how their frames of reference mesh with their chosen models of usage for oral history, and to show students how to think critically. (Author/RM)

ED 232 945 SO 014 921

Katz, Cindi
A Methodology for the Study of Children's Environmental Knowledge in Other Cultures.
SPONS. AGENCY- American Association of Univ. Women, Washington, D.C.; National Science Foundation, Washington, D.C.
PUB DATE- Apr 83
AVAILABLE FROM- Clark University, Graduate School of Geography, Worcester, MA 01610 ($2.00 postage and handling).

Education; *Geographic Concepts; *Geography Instruction; *Interdisciplinary Approach; Language Arts; Learning Activities; *Map Skills; *Reading Comprehension; Teaching Methods
IDENTIFIERS- *Semantic Mapping

Suggested activities for integrating language concepts and comprehension skills into elementary school geography instruction are presented. The activities focus on concept formation through semantic mapping and making analogies, and on comprehension through recalling, generalizing, interpreting, and making inferences. Semantic maps indicate spoke (like spokes radiating from the hub of a wheel), linear, and hierarchical relationships. In the activity presented, students first study physical and political maps of North and South America and answer questions related to certain cities' proximity to water. Next, the class develops a semantic map, the center of which reads "Cities in North America near Water." Three spokes which read "rivers," "lakes," and "oceans" radiate from the center. Finally, radiating from the three spokes are the names of cities situated at each location. Other possibilities for constructing semantic maps are also listed. Samples of written exercises to aid concept formation include drawing analogies; finding rhyming words; and identifying synonyms, homophones, and homographs. Comprehension exercises include answering multiple-choice questions on countries and rivers of North America, sequencing geographic and map ideas, drawing conclusions while reading a story and a map, and determining regional population shifts from a map and a graph. (KC)

ED 232 960 SO 014 947

Jamgotch, Nish, Jr.
Soviet Security in Flux. Occasional Paper 33.
Stanley Foundation, Muscatine, Iowa.
PUB DATE- May 83
AVAILABLE FROM- Stanley Foundation, 420 East Third Street, Muscatine, IA 52761 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Communism; Economic Climate; Foreign Countries; *Foreign Policy; Global Approach; *International Relations; National Defense; *Policy Formation; Political Power; Social Problems; World Affairs
IDENTIFIERS- Interdependence; *United States; *USSR

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Beginning Teachers; *College Graduates; Comparative Analysis; *Education Majors; Graduate Surveys; Higher Education; Outcomes of Education; *Preservice Teacher Education; *Program Effectiveness; Program Evaluation; Schools of Education; *Teacher Education Programs; Teacher Employment; Teacher Evaluation; Vocational Followup
IDENTIFIERS- *Tennessee Technological University

This report contains the results of the 10th application of the Tennessee Technological University Teacher Evaluation Model and an overview of the previous reports on the model conducted since 1973. Information on graduates of the teacher education program is used for curriculum evaluation and long-range planning. In the first chapter, purposes and limitations of the study are discussed, and collecting procedures are described. Chapter II presents comparisons of second and third year followup participants who had received either the B.S. or M.A. degree. The third chapter presents and analyzes data for 1983 graduates and provides comparisons with 1980 and 1981 graduates. Chapter IV provides a summary of the report, conclusions, recommendations, and plans for the continuation of the study during 1983-84. Long-range planning proposals are also included. The appendix lists 68 reports and studies related to the teacher preparation programs of the university. (JD)

ED 232 975 SP 022 794

Mayberry, Lupita; Karr-Kidwell, P. J.
Learning Styles: Their Effects on the Potential Development of the Brain.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Cerebral Dominance; *Cognitive Style; Curriculum Development; Early Childhood Education; Educational Environment; Foreign Countries; Learning Modalities; Learning Theories; Neurological Organization; *Perceptual Development; *Schemata (Cognition); Teaching Methods
IDENTIFIERS- Japan; United States

A review is presented of research findings on the operation and functions of the two hemispheres of the brain. In tracing

serve the society maximally. As derivatives of the stated characteristics, some 17 propositions fundamental to curriculum design are put forward. (SP)

ED 232 990 SP 022 849

Kazi, Aftab A.
Education, Ethnicity, and Political Socialization: The Case of Pakistan. Studies in Education & Politics.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cultural Pluralism; Educational Development; *Educational Needs; Elementary Secondary Education; *Ethnicity; Foreign Countries; Government Role; *Government School Relationship; *Nationalism; National Programs; Political Influences; *Political Power; Social Studies
IDENTIFIERS- *Pakistan

This study examines the relationship between the educational system, the ethnic communities, and political instability in Pakistan. The major assumption of this study is that, with socioeconomic and political inequities aside, the educational policies alone lack the representation of indigeneous ethnic values in the national educational system, and thus, have arrested the development of Pakistani nationalism. This research addresses the issues of a socio-political and educational reordering of Pakistan, and holds that the existing stereotypical images of Pakistan are further damaging the process of national unity and cohesion. Social studies curriculum, the only uniform curriculum for Pakistani citizens, is discussed in four different political periods: (1) The Early Establishment Era (1947-1955); (2) The First Military Rule Era (1955-1968); (3) The Civilian Era (1968-1977); and (4) The Post Civilian New-Military Era (1977-present). The study concludes that only rational approaches of a participative nature, based on "indigenous ethnic arithmetic" and observation of equal socio-political justice, could strengthen the process of national integration. Only then, with a democratic infrastructure, will the educational policies be able to effect positively the process of nation and state-building. (SP)

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Course Content; Curriculum Development; *Declining Enrollment; Degrees (Academic); Educational Policy; Foreign Countries; Higher Education; *Institutional Characteristics; *Preservice Teacher Education; *Schools of Education; Teacher Certification; Teacher Education Programs; *Teacher Supply and Demand
IDENTIFIERS- *Northern Ireland

An analysis is presented of the current status of changes in teacher training in Northern Ireland. The rapid expansion of schooling during the 1950s and 1960s resulted in an expansion of schools of education. Three of the six teacher education institutions providing courses of initial education and training for teachers are recognized colleges of the Queen's University. The introduction of concurrent undergraduate degree programs in 1968 brought all colleges into closer association with Queen's University, but not quite into the mainstream of higher education. The Lelievre Report (1972) confirmed this association. However, the report miscalculated demographic trends and the demand for new teachers. Subsequently, demand for teachers has fallen markedly, and the resulting contraction in the size of the teacher education system has created major problems. Four issues have emerged and are under study by the government Department of Education: (1) demand for teachers from different types of schools, including voluntarily maintained (Roman Catholic) schools, and controlled (Protestant) schools; (2) possible changes in the system's structure and the relationship among different types of institutions; (3) certification of teachers; and (4) structure and content of teacher education courses. (JD)

ED 233 007 SP 022 867

Evers, Nora M.
Teachers in American Schools Abroad: Four Case Studies.
PUB DATE- 13 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - General (140)
DESCRIPTIONS- *Adjustment (to Environment); Case Studies; *Foreign Countries; *Foreign Nationals; Locus of Control; *Overseas

Gentile, Lance
Using Sports for Reading and Writing Activities: Elementary and Middle School Years. A Fun with Reading Book.
REPORT NO.- ISBN-0-89774-023-8
PUB DATE- 83
AVAILABLE FROM- Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004 ($12.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTIONS- *Athletics; *Class Activities; Creative Activities; Creative Writing; Elementary Education; *Instructional Materials; *Language Arts; Learning Activities; Lifetime Sports; Middle Schools; Reading Comprehension; *Reading Instruction; Recreational Activities; Teaching Methods; *Writing Instruction

This workbook contains a wide variety of material directed at teaching and learning in the areas of word recognition, vocabulary, comprehension, and study skills by providing reading and writing activities which use sports as a backdrop. The activities include a clear statement of the exercise's purpose, directions for the activity, materials required, and follow-up activities. The book also features an extensive annotated bibliography of sports-related resources with materials suitable for adapting into exercises. (JD)

ED 233 023 SP 022 907

McClellan, Powell D.
Diurnal Variations in Maximal Oxygen Uptake.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Exercise Physiology; *Females; *Heart Rate; Higher Education; *Majors (Students); Measurement Objectives; *Physical Education; Physical Fitness; Undergraduate Students
IDENTIFIERS- *Diurnal Variation; *Oxygen Consumption

A study attempted to determine if diurnal (daily cyclical) variations were present during maximal exercise. The subjects' (30 female undergraduate physical education majors) oxygen consumption and heart rates were monitored while they walked on a treadmill on which the grade was raised every minute. Each subject was tested for maximal oxygen consumption on three different occasions. The times theories" vs. "theories-in-use," an expanded personal factor, and the clout factor); the types of use (signalling vs. charged use); the evaluation use process; and the domain of charged use. Concluding recommendations are directed toward local school evaluators and users. They emphasize the importance of evaluator sensititity to organizational complexities within school districts, urging that most time and resources should be spent on evaluations supported by key administrators who have internal clout. Evaluation reports required to "signal" that the ongoing program responsibility is met will be conducted to fulfill external requirements, but these reports may not have the potential to directly effect local program change. Finally, implications for future research, including the call for more naturalistic evaluation use studies, are presented. (Author/PN)

ED 233 038 TM 830 435

Peterson, Gary D., Comp.
Executive Summaries of 1981-82 Program Evaluations: RISE, Title I, Title VI Magnet Schools, Title VI Follow-the-Child, Title VI Basic Grant, North Division School Effectiveness.
Milwaukee Public Schools, Wis. Dept. of Educational Research and Program Assessment.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Achievement Gains; *Compensatory Education; Educational Environment; *Educational Quality; Elementary Secondary Education; Evaluation Methods; Program Descriptions; *Program Effectiveness; *Program Evaluation; School Desegregation; *School Districts
IDENTIFIERS- *Elementary Secondary Education Act Title I; *Elementary Secondary Education Act Title VI; Milwaukee Public Schools WI; Project RISE

The Milwaukee Public Schools present executive summaries of 1981-82 evaluations for six programs including: (1) Project RISE designed to improve the quality of education in 18 of the lowest achieving schools in the district; (2) the Title I program focused at the elementary level with concentration on the improvement of readiness, reading, and mathematics skills; (3) the Title VI Magnet Schools with funds provided to assist in the voluntary desegregation of the Milwaukee Public Schools through a variety of magnet specialty programs; (4) the Follow-the-Child Program designed to help former

PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Academic Achievement; Basic Skills; *Criterion Referenced Tests; Educational Assessment; Elementary Secondary Education; Grade 4; Grade 8; Grade 11; Grade 12; Language Tests; *Norm Referenced Tests; Profiles; Public Schools; Quantitative Tests; Reading Tests; Sampling; Science Tests; *Scores; *State Programs; *Testing Programs
IDENTIFIERS- Comprehensive Tests of Basic Skills; *Wisconsin Pupil Assessment Program

Results of the seventh year of testing by the Pupil Assessment Program of the Wisconsin Department of Public Instruction are presented. In 1982, objective-referenced tests in science, mathematics, and geometry were given to a sample of Wisconsin's public school students in grades 4, 8, 11, and 12. Students were also given the Comprehensive Tests of Basic Skills (CTBS) in mathematics, reading, and language arts. An overview of results includes the following: (1) in science, grade 11 students scored higher than grade 8 students on all test objectives; (2) in computation/applications, students maintained their achievement level; (3) in geometry and number sentences, a comparison of 1982 and 1979 scores shows no significant change in achievement level; and (4) scores of grade 4, 8, and 11 students exceeded the national average on the CTBS. (PN)

ED 233 054 TM 830 493

Hayes, LaMarian
Evaluation of Summer Instructional Television Programs: 1982.
Atlanta Public Schools, GA. Div. of Research, Evaluation, and Data Processing.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Elementary Secondary Education; Grade 1; Grade 2; Grade 9; *Pretests Posttests; *Program Evaluation; *Questionnaires; *Remedial Instruction; Remedial Mathematics; Remedial Reading; *Summer Programs; *Telecourses

During the summer of 1982, the Atlanta Public Schools sponsored four instructional television programs. The courses were designed to distributions, if the data were totally paired, one could also test the equality of variances with a correlation coefficient. To interpret profiles from analysis of variance, a discarded F-test for items is equivalent to correlation between paired subjects' responses as a measure of the similarity of "shape" of two profiles. (CM)

ED 233 071 TM 830 520

Huberty, Carl J; And Others
Using Categorical Variables in Discriminant Analysis.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; Computer Oriented Programs; Correlation; *Discriminant Analysis; Estimation (Mathematics); *Prediction; *Scaling; Statistical Analysis
IDENTIFIERS- *Categorical Data; Dummy Variables; Eigenvalues; Fisher Discriminant Function; Linear Discriminant Function

Three methods of transforming unordered categorical response variables are described. One is a method using dummy binary variables. The second method analyzes all categorical variables simultaneously and is based on an eigenanalysis of frequency patterns scaled relative to within-groups variance, jointly developed by J. E. Overall and J. A. Woodward. The third method, independently developed by R. A. Fisher and H. O. Lancaster, analyzes each categorical variable separately and yields scale values so that the grouping variable and the categorical variable are maximally correlated. Results of analyzing two real data sets are used to make some tentative comparisons. (Author)

ED 233 072 TM 830 521

Jones, Robert F.; Adams, Lori N.
An Annotated Bibliography of Research on the Medical College

shown to be. When gains achieved by coached students are compared with national norms, the effects of coaching appear four to five times greater than in studies where coached students are compared with a control group. If the controlled studies are taken as the most reliable, "then it appears that the benefits of coaching are indeed negligible," write DerSimonian and Laird. Slack, meanwhile, took issue with DerSimonian and Laird's methods and defended his own. "It's not clear that the studies they assigned most weight to were better than the others," he said. (Author)

ED 233 087 TM 832 004

Speaking & Listening Assessment. Resources in Performance Assessment.
Northwest Regional Educational Lab., Portland, OR. Center for Performance Assessment.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Elementary Secondary Education; *Evaluation Methods; Higher Education; Listening Comprehension Tests; *Listening Skills; *Speech Communication; Speech Tests; *Testing
IDENTIFIERS- PF Project

This annotated bibliography contains 10 items addressing speaking and listening assessment methodology. Specific topics include: (1) a national survey of state practices; (2) criteria for minimal high school requirements; (3) recommendations for instrument development; (4) the impact of listening on other language arts; (5) measuring oral communication; (6) guidelines for planning listening assessments; and (7) assessment at the college level. Items include the "Massachusetts Assessment of Basic Skills 1979-80, Summary Report: Speaking and Listening" and a guide, "Resources for Assessment in Communication," developed by the Speech Communication Association (SCA). (JW)

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Achievement; Educationally Disadvantaged; Institutional Characteristics; Intermediate Grades; *Locus of Control; *School Effectiveness; *Self Concept; Student Characteristics; *Student Motivation

Conducted in two phases, this study compared students' affective characteristics (locus of control, academic motivation, and self concept) at schools that were identified as either more effective or less effective. In phase one, fourth, fifth, and sixth graders from seven Title I schools in a New England city (n=1,373) were tested on ability and academic achievement. The results provided the basis for classifying the schools as more or less effective. In phase two, sixth graders were subjected to instruments that measured their locus of control, academic motivation, and self concept. In both phases, adjustments were made to account for the effects of background variables on students' achievement and affective characteristics. The findings revealed that, on all measures, the affective disposition of students in more effective schools was consistently more positive than that of students in less effective schools. Discriminant analysis indicated that affective characteristics can be used to predict group membership in more effective and in less effective schools. (Author/MJL)

ED 233 102 UD 023 004

"Mother Got Tired of Taking Care of My Baby." A Study of Dropouts.
Publication Number: 82.44.
Austin Independent School District, Tex.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- Black Students; Case Studies; *Dropout Attitudes; *Dropout Characteristics; *Dropout Prevention; *Dropouts; High Risk Students; High Schools; Hispanic Americans; Unemployment; White Students
IDENTIFIERS- *Austin Independent School District TX

Focusing on the high school dropout problem in Austin, Texas, this report presents statistics on dropouts, describes characteristics of dropouts, examines reasons for and consequences of dropping out, and explores how to prevent this problem. The report indicates that: (1) Hispanics drop out at higher rates than Blacks or Whites; (2) males

III contains budgetary information, and section IV presents a summary of the findings. In general, achievements of participating students were found to be comparable to or better than those of other District students, with upper grade students showing more gains than others. Appended is an end-of-the year report submitted by the Albina Youth Opportunity School. (AOS)

ED 233 116 UD 023 034

ESAA Elementary Project Evaluation. School District No. 1, Portland, Ore. October, 1982. Desegregation for Quality Education and Equal Education Opportunity.

Portland Public Schools, Oreg.

PUB DATE- Oct 82

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- *Desegregation Methods; Elementary Education; *Ethnic Relations; Minority Group Children; *Parent Participation; *Program Effectiveness; Program Evaluation; *School Desegregation; Staff Development

IDENTIFIERS- Emergency School Aid Act 1972; *Portland School District OR

The Emergency School Aid Act (ESAA) provides financial support to schools for desegregation efforts in Portland, Oregon. This project involves six elementary schools which plan and implement programs and activities to meet the needs of 3,394 students, 667 of whom are members of minorities. Under ESAA, each elementary school develops a program which includes student programs, staff training, and parental involvement components. This report reviews program achievements for the year 1981-82, and offers suggestions for determining progress in achieving the goals and objectives of the Emergency School Aid Basic Grant Project and effects of the ESAA projects on students, staff, and the community. Evaluation findings are based on data collected through interviews with teachers and principals; classroom teaching observations; and materials provided by ESAA teachers, the Parent Advisory Committee (PAC), and Parent Activity Managers (PAMs). Extensive appendices contain data on accomplishment of project outcomes, students to whom ESAA teachers provided direct services in reading and/or mathematics, student involvement in school classes/programs/activities, and analysis of student awards presented by a project school. (AOS)

The present study examined the role of similarity of experience in young children's affective reactions to others. Some preschoolers played one of two games (Puzzle Board or Buckets) and were informed that they had either failed or succeeded; others merely observed the games being played and were given no evaluative feedback. Subsequently, each child was shown a videotape of another child failing on the Buckets game. Thus, each child observed the confederate as having a similar or dissimilar experience on a familiar or unfamiliar game. The observing child's facial reaction to the saddened confederate was unobtrusively videotaped while he/she watched the videotape presentation. Immediately following the presentation, each child was asked to indicate how he or she felt on a 7-point "smiley face" rating scale. Results were generally consistent with the notion that a young child's empathy with an unhappy agemate will be enhanced when the observing child has had a similar unpleasant experience. Implications of the present findings for prosocial behavior in children are discussed. (Author/RH)

ED 232 782 PS 013 784

Yagi, Ken
Title I Early Childhood Education Program. Final Evaluation Report.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; *Attendance; Elementary Education; *Elementary School Students; Eligibility; Followup Studies; *Preschool Children; Preschool Education; Pretests Posttests; Program Descriptions; Program Evaluation; *Student Characteristics
IDENTIFIERS- Elementary Secondary Education Act Title I; *Oregon (Portland)

This report evaluates the Portland Public Schools Title I preschool education program. Organized into four sections, the report provides comments and recommendations, a description of the program, a discussion of evaluation method and findings, and reports of a follow-up study of former program participants. The comments and recommendations indicate children made exceptional improvement in the areas of classroom discipline and student performance; teacher/teacher-aide relationships also improved. Teachers' and teacher-aides' attention to time on tasks was discussed as having a positive effect on students' learning. Teacher aides were thought to need more training in affective development and maintaining on-task

The role of state departments of education in rural education involves responsibilities, leadership, funding, regional assistance, and preparing for the future. It is the responsibility of the state department to act as a regulatory, governing, and operating agency and to distribute federal funds to areas of need. The state department can provide leadership by developing a coordinated program for rural schools. Funding inequities are a frequent difficulty for rural schools; there must be a plan for avoiding this problem. Regional assistance can be provided by a network of regional service centers. In the future, state departments will need to provide guidance for long-range planning and materials development and they will need to have plans for implementing technological and instructional innovations. (DC)

ED 232 797 RC 014 101

Hoyt, Margaret A., Ed.
Preservice/Inservice Training Options for Rural School Personnel. Rural Education Fact Sheet.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- Elementary Secondary Education; *Inservice Teacher Education; *Preservice Teacher Education; *Rural Environment; *Rural Schools; *Teachers; *Training Methods
IDENTIFIERS- Fact Sheets; PF Project

Because of the special nature of teaching in a rural environment, teachers in these areas need alternative approaches to preservice and inservice training. Approaches to preservice education for rural teachers include: (1) the field-centered or field-based practicum in which the student lives and teaches in a rural community; (2) recruiting teachers from among local people; and (3) the teacher exchange program which combines preservice and inservice training. Methods of implementing inservice training include: (1) traditional staff training; (2) a field-based professor who goes into the rural community to teach graduate-level courses; (3) cadre training in which a core group of educators is trained to provide assistance to other educators; (4) self-instructional materials; (5) television abuse. Each 3- or 4-page lesson is illustrated in black and white and consists of an introductory narrative, learning activities, and follow-up questions. The lessons include information about the difference between Indians and non-Indians in their use of alcohol; the history of the use of alcohol in the world, in the United States, and among Indians; cultural variations regarding socially acceptable alcohol use; legal aspects of alcohol use; the sickness of alcoholism and its effects on the body, the family, and the community; the chemistry of alcohol; alcohol use among children; statistics on alcoholism in Aberdeen, South Dakota; and alcohol recovery programs. The lessons also include the personal histories of five recovered alcoholics. Many of the lessons contain references to famous Indian leaders or otherwise present an interesting perspective for Indian students. (SB)

ED 232 812 RC 014 228

Riley, Carroll L.; Manson, Joni L.
Indian-Spanish Communication Networks: Continuity in the Greater Southwest.
PUB DATE- 5 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *American Indian History; American Indians; Communication (Thought Transfer); *Ethnic Relations; Land Settlement; *Latin American History; Traffic Circulation; *Trails; *Transportation; Travel; *United States History; Whites
IDENTIFIERS- Camino Real; Spaniards

Trade and communication networks established by Indian groups in the 15th century A.D. linked the Southwest to Mesoamerica, the Plains and the Pacific littoral; these routes were later used by the Spanish and Americans, and today major highways follow ancient Indian routes. The main east-west route had major termini at Cibola (near Zuni) in the west and Pecos in the east; the north-south trunk road followed the Rio Grande from Taos south to the El Paso area, and was later extended by the Spanish to southern Chihuahua and called the Camino Real. From their arrival in the 1530's the Spanish, primarily concerned with reaching and controlling Indian settlements and resource areas, used Indian routes. Trails were widened for cart and pack animal transportation, but few other modifications were made. In the 16th century, the region split into including information on various mechanisms employed to enhance likelihood of project success, such as organizing groups. The staff of the Non-Formal Education Information Center between 1976 and 1981 is listed. (MH)

ED 232 826 RC 014 243

Chuenyane, Zachariah; And Others
Managing Development Projects: A Selected, Annotated Bibliography. Annotated Bibliography #5.
Michigan State Univ., East Lansing. Non-Formal Education Information Center.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- 81
AVAILABLE FROM- NFE Information Center, Michigan State University, 237 Erickson Hall, East Lansing, MI 48824 (while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Change Agents; Economic Development; Foreign Countries; Improvement Programs; *Management Development; *Nonformal Education; *Program Administration; Program Design; Program Implementation; *Rural Development
IDENTIFIERS- Africa; Asia

A selected annotated bibliography on managing development projects, intended for rural development practitioners, highlights items that outline some pressing issues and concerns confronting those involved in rural development in general and rural project management in particular. A section of annotated entries lists 21 publications on project management, dating between 1972 and 1981; these include material on specific projects in China, Sierra Leone, Nigeria, Indonesia, and other developing nations, as well as more general works on such topics as report writing, project planning, local revenue administration, organization design, and integrated communication. Special foci include practical strategies for managing development projects, improved training for management personnel in developing countries, and greater managerial involvement of the project beneficiaries. A second section contains unannotated entries on six recent acquisitions. The staff of the Non-Formal Education Information Center between 1976 and 1981 is listed. (MH) children. Section I discusses five aspects of establishing a preschool: purchasing equipment and designing a room layout; setting learning goals and objectives and developing lesson plans to teach each competency; recruiting and enrolling students; orienting parents; and providing transportation. Section II explains how to conduct the program including: organizing classroom instruction; selecting and developing Native American learning materials; evaluating student changes; keeping program records; and sponsoring special events for preschool children and their families. Section III explains how to identify and use community services and resources for young children and how to conduct health-related activities. Suggestions and examples from the Daybreak Star Preschool, metropolitan Seattle's only early childhood education program designed for Indian children, illustrate the information in all three sections. The manual has three appendices: an annotated listing of books available from Daybreak Star Press; a listing of learning materials for young children, noting author, publisher, and tribe for which the material is pertinent; and a set of sample administrative forms from the Daybreak school. (SB)

ED 232 840 RC 014 258

Ullom, Judith C., Comp.
Folklore of the North American Indians. An Annotated Bibliography.
Library of Congress, Washington, D.C.
PUB DATE- 69
AVAILABLE FROM- Superintendent of Documents, Government Printing Office, Washington, DC 20402 ($2.25).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Alaska Natives; *American Indian Culture; *American Indian Literature; *American Indians; Canada Natives; *Childrens Literature; Elementary Secondary Education; Eskimos; *Folk Culture; Legends; *Mythology; Oral History
IDENTIFIERS- California; Iroquois (Nation); *North America; United States (Southeast); United States (Southwest)

Intended for compilers or retellers of folktales, for storytellers or librarians serving children, or for children themselves, the annotated bibliography contains references to 152 sources of North American Indian folktales. Sources in the non-comprehensive bibliography were selected on the basis of (1) a statement of sources and faithfulness to them; (2) a true reflection of Indian

Fennema, Elizabeth
Research on Relationship of Spatial Visualization and Confidence to Male/Female Mathematics Achievement in Grades 6-8. Final Report.
Wisconsin Univ., Madison.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- NSF/SED-83004
PUB DATE- Aug 83
GRANT- SED78-17330-A01
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Affective Measures; Elementary School Mathematics; Elementary Secondary Education; Enrollment; Expectation; *Mathematics Achievement; *Mathematics Education; Mathematics Instruction; Problem Solving; Secondary School Mathematics; *Sex Differences; Spatial Ability; *Student Attitudes; Success; *Visualization; *Visual Learning
IDENTIFIERS- Mathematics Education Research; National Science Foundation

Reported are two separate but related longitudinal studies of two variables strongly associated with sex-related differences in mathematics achievement and enrollment, namely spatial visualization and confidence in learning mathematics. First, boys (N=33) and girls (N=36) in grades 6-8 who were discrepant in their spatial and verbal skills were interviewed to determine how they used spatial visualization in solving word and symbolic mathematical problems. Each subject was asked to read a problem, draw a picture to help solve the problem, and explain how the picture was used in the problem situation. In the second study, boys (N=31) and girls (N=32) in grades 6-8 who were above the mean in mathematics achievement and in lower or upper quartile in confidence in learning mathematics were interviewed about two question types (expectations and feelings), different perceived respondents (individual, peers, or teachers), and four mathematical situations (general, spatial, low, or high cognitive level). Among the results and implications reported are: (1) students with high spatial visualization skills tend to use them more than those with lower skills; (2) some differences were found in the ways boys and girls use their spatial skills, with girls who are low in such skills using them less than any other group; and (3) expectation of success in mathematics diminishes for girls from grade 6 to grade 8, while increasing for boys. In addition, technical information and instrumentation (including sample transcripts) are provided as separate reports in two detailed appendices. (JN)

appendix is a collection of eight complete research papers presented to professional organizations and articles submitted for publication. Each paper/article includes study rationale, methodology, results, conclusions, and implications. (JN)

ED 232 867 SE 042 641

Giese, Elizabeth
PEER Math Study Report.
Michigan Project on Equal Education Rights, Milford.
PUB DATE- 83
AVAILABLE FROM- Michigan PEER, 211 E. Commerce, Milford, MI 48042 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Computer Science; *Declining Enrollment; *Enrollment; Enrollment Rate; Females; Instructional Program Divisions; *Mathematics; Mathematics Curriculum; Mathematics Education; *School Districts; Secondary Education; *Secondary School Mathematics; *Sex Differences; State Programs
IDENTIFIERS- *Michigan; Project on Equal Education Rights

During the 1981-82 school year, the American Association of University Women (AAUW), collected mathematics data from school districts throughout the state of Michigan. AAUW is involved in a study of high technology and wanted to find out how education is preparing young people for the world of robotics, biotechnology, telecommunications, and the semiconductor-based technology slated for Michigan's future. Michigan Project of Equal Education Rights (PEER) assisted in the data collection and analysis. Data were obtained from 113 school districts (a number submitting information voluntarily), with 80 districts providing both enrollment data by grade level and sex as well as course enrollment data. Mathematics areas examined included: general mathematics (including business/consumer mathematics), algebra 1, geometry, algebra 2, trigonometry (analytical geometry, precalculus, and other advanced mathematics), calculus, and computer science. Among the findings reported are those indicating: that Michigan has no overall state mathematics program (with over 85 different titles for the 7 mathematics categories studied); a precipitous drop in enrollment of over 50 percent after students complete algebra 1; by grade 12 only 45 percent of boys and 36 percent of girls taking mathematics; and a drop in female enrollment in advanced mathematics regardless of

The Problem-Solving Approach of Environmental Education.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Environmental Education Section.
PUB DATE- Jun 83
AVAILABLE FROM- UNESCO, 7, place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTIONS- Conferences; Elementary Secondary Education; *Environmental Education; *Foreign Countries; Higher Education; Newsletters; *Nonformal Education; *Problem Solving; *Program Descriptions; Publications; Teacher Education; *Teacher Workshops

The problem-solving approach in environmental education (EE), reports on EE programs and activities in selected foreign countries, and a report on the Asian Subregional Workshop on Teacher Training in EE are provided in this newsletter. The nature of the problem-solving approach and brief discussions of such methodologies as group discussion, games/simulation, experimental workshops, and "action research" used to foster problem solving are discussed. Reports from African countries (Ethiopia and Upper Volta), Arab States (Arab Gulf States), Asia (Indonesia), Europe-North America (Poland and Sweden), and Latin America (Argentina) are then provided. Various EE programs, workshops, and activities at primary, secondary, and higher educational levels are described (including aspects of formal and non-formal EE). Highlights of the Asian Workshop, designed to familiarize participants with five UNESCO-developed, pre-/in-service EE teacher training modules, are then presented. An outline of these modules is included. The newsletter concludes with brief descriptions of several EE conferences and recent publications together with sources for those desiring additional information. (JN)

ED 232 882 SE 042 659

Owen, John M.; And Others
A Review of Recent Research in Science and Mathematics Education with Particular Reference to Australia.
Melbourne Coll. of Advanced Education (Australia). Centre for Program Evaluation.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

ED 232 896 SO 014 724

Elliott, John
Paradigms of Educational Research and Theories of Schooling.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Curriculum Development; *Educational Research; *Educational Theories; Hidden Curriculum; Methods Research; Models; *Social Theories; Sociocultural Patterns; Systems Analysis; Teacher Education
IDENTIFIERS- Habermas (Jurgen); Phenomenological Analysis; Schutz (Alfred); Theoretical Analysis; *Theoretician Practitioner Relationship; Theory into Action; *Theory Practice Relationship

In the first part of the paper, the author discusses his observation that teachers perceive any form of theorizing in schools to be intellectually dependent on educational researchers. Teachers assume that their access to educational theories depends on a group external to themselves and that theory has little practical value in the classroom. In the second part of the paper, the author discusses four existing research paradigms currently employed in the study of the process of schooling in society--functionalist, phenomenological, action-research, and social reproductionist. The functionalist model of systems analysis is attractive to many because it views social processes as self-regulating systems and appears to provide the foundation for a truly empirical-analytic science of society, free of value bias. In Alfred Schutz's phenomenological analysis model, social processes are viewed as the constructions of autonomous individuals. Habermas' educational action-research model is based on the assumption that social processes rely on the existence of subjectively shared rules of interpretation for translating social norms and values. Social reproductionist theory attempts to show that subjective meanings expressed in social action are biased by their economic function. The action-research model best supports educational research as a science aimed at improving schooling, thus maximizing the theoretician practitioner relationship. (LH)

ED 232 897 SO 014 728

with nearly 50% of all corporate charity coming from fewer than 1,000 companies. Corporate philanthropy results from a sense of social responsibility, the notion that profitability increases by improving social conditions, and the need to maintain political strength. Beyond cash contributions, corporations create jobs and training for the unemployed, invest in decaying inner cities, loan expertise to local and state government, free employees to conduct charitable work on company time, donate materials and services, and loan employees for extended services with an organization. Thus, in light of current economic decline, a growing number of business leaders contend that the New Federalism is unrealistic. (LH)

ED 232 911 SO 014 785

Schwartz, Richard H.
Rapid Population Growth-Cause or Result of Global Problems?
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Birth Rate; Developing Nations; Economic Factors; Opinion Papers; *Overpopulation; *Population Growth; Socioeconomic Influences; *World Problems
IDENTIFIERS- PF Project

Explosive population growth is a symptom of the world's unjust and inequitable social, political, and economic conditions. The current rate of growth is staggering, particularly in the cities of the underdeveloped countries. While some progress has been made in slowing population growth, several factors still contribute to its momentum. One of these factors is the large population increase in poorer countries. In these countries, it is economically advantageous to have large families; therefore, until conditions improve, it is not likely that the birth rate will decrease. Many people advocate zero population growth; however, what the world may need is zero population impact growth. Affluent nations have an environmental impact that is disproportionate to their population. They waste resources which could be used by the poorer countries to improve their socioeconomic conditions, thereby allowing people the economic security necessary to consider having smaller families. The belief that overpopulation can be combatted by birth control and family planning ignores the fact that it is really the result of a wasteful world. Major changes in social, political, and economic systems are necessary to reduce population growth. (DC)

Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Developing Nations; Foreign Policy; Global Approach; High Schools; Living Standards; *Poverty; Quality of Life; *World Problems
IDENTIFIERS- *Dependency (Economic); Interdependence; PF Project; *Self Reliance

Designed for high school global education classes, this document examines the consequences of dependency and self-reliance in developing nations. The paper points out that millions of people are denied control over basic resources and have little influence over decisions which deeply affect their lives. The forms of dependency and insecurity are illustrated through two brief case studies of a Bangladesh woman working for local landlords and a Puerto Rican farmer who stopped growing beans because a U.S. company shipped and sold canned beans at a cheaper price than he could afford to do. Next, several actions toward self-reliance taken by individual countries are noted: cooperative farming in Boureima, a rural women's program in Bangladesh, and the national food program in Nicaragua. Three steps toward self-reliance are then outlined: (1) replacing dependent or oppressive relationships with cooperation based on mutual respect; (2) discovering and gaining control over one's own resources; and (3) building a wider and stronger community. The document concludes with suggestions for how citizens of wealthy nations can help poor nations work toward self-reliance. Ideas for action and a brief reference list are included. (KC)

ED 232 931 SO 014 814

Tuttle, Leslie; Wunder, Haleh
Women Creating a New World. Facts for Action #3.
Oxfam America, Boston, MA.
PUB DATE- Oct 82
AVAILABLE FROM- Oxfam America, 115 Broadway, Boston, MA 02116 (1-20 copies, $0.50 each; over 20, $0.25 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Change Strategies; *Developing Nations; *Females; Global Approach; High Schools; Sex Differences; Sex Role;

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Anthropological Linguistics; Children; Cultural Context; Cultural Interrelationships; *Educational Anthropology; *Ethnography; *Nonformal Education; Non Western Civilization; *Research Methodology; Rural Environment; Social Characteristics; Social Science Research; Sociocultural Patterns
IDENTIFIERS- Sudan

An eclectic, ethnographic methodology is presented for studying the content and acquisition of children's environmental learning, knowledge, and interaction in a transitional economy in rural Sudan. Drawing on methods of geography, linguistics, and anthropology, the paper attempts to provide a valid alternative to most of the methods used in research on environmental cognition and behavior. It is especially appropriate for work undertaken in non-Western settings. Two methodological issues addressed are that researchers need to be aware that biases and values affect the research process and that methods appropriate to study in one culture are not necessarily appropriate to study in another. The study focuses on a sample population of seventeen 10-year-olds from a village of 350 households in central Sudan. The major portion of the paper emphasizes the researcher's methodology including (1) the combination of random and directed observations, providing a complete picture of the activities of the sample population; (2) verbal methods, including ethno-semantic interviews, providing information on the content and origins of children's environmental knowledge; (3) demonstrative methods, including child-led walks, landscape modeling, and geo-dramas; and (4) "oral-geographies," conducted with parents and grandparents of children, to discover the environmental goals for their children as well as their own childhood environmental interactions. (LH)

ED 232 946 SO 014 922

Woodward, Arthur; Westbury, Ian
The Response of Textbooks to the Development of the Mass High School and Its History Curriculum, 1880-1930.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Research/Technical

If U.S. foreign policy is to be prudent and effective, it must cease relying on the doctrinaire images and cold war rhetoric of the past and take into account five intactable problems, none of them specifically military, that the Soviet Union faces. These problems are: (1) unabating deficiencies in its economy; (2) a precarious battle with communist orthodoxy and alliance management in Eastern Europe; (3) a jittery relationship with China; (4) an adverse shift in the balance of world power; and (5) the constraint which global interdependency and the thermonuclear age impose on the rational formulation of defense policies. The future will be intensely demanding for the Soviet Union because it has achieved global military capabilities at precisely the time its economy appears worn out. U.S. leaders need to undertake frequent fresh appraisals of Soviet threats and realistic capabilities in the domestic and international contexts in which they occur. Defense strategists should not attribute to Soviet foreign policy nonexistent successes, but rather should be critical of claims that the balance of power has shifted to the Soviets. Both countries should agree to a moratorium on the habitual counting of weapons. Finally, the United States should be skeptical about the view that problems besetting Soviet decision makers can be resolved by war. (Author/KC)

ED 232 961 SO 014 965

The Nuclear Age: A Curriculum Guide for Secondary Schools.
Ground Zero, Washington, DC.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Disarmament; Glossaries; Learning Activities; *Nuclear Warfare; Organizations (Groups); Resource Materials; Secondary Education; Units of Study; World Problems

Intended as a starting point for junior and senior high school teachers, this guide contains five lessons that give an overview of the nuclear age and provide the most basic information that students must learn in order to understand the threat of nuclear war. Topics of the lessons include the history of weapons development, how nuclear weapons are different, the United States/USSR arms race, the current state of affairs regarding nuclear weapons, the effects of discoveries on hemispheric specialization (the left processing information objectively, linguistically, and linearly; the right, spacially, intuitively, and creatively) the importance of achieving a balance between the differing abilities is pointed out. Examples are given of very early training of children in Russia, Uganda, and Japan which highlight the potential inherent in an environment which encourages the use of both brain hemispheres. It is suggested that given the fact that hemispheric asymmetry appears to be a common variation among children, curricula which address individual learning styles should be investigated. The feasibility of adjusting instruction to match cerebral dominance while incorporating activities for strengthening both hemispheres is discussed. (JD)

ED 232 976 SP 022 796

Smith, David C.; And Others
Reconceptualizing Teacher Education at the University of Florida.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Beginning Teachers; Higher Education; *Masters Programs; *Preservice Teacher Education; *Program Design; *Program Development; Research Utilization; Teacher Education Programs; Teacher Improvement; Teaching Skills
IDENTIFIERS- Extended Degree Programs; *Operation PROTEACH

PROTEACH, an extended preservice teacher preparation program at the University of Florida (Gainesville), is a five-year program that culminates in a master's degree. Four papers describing PROTEACH are included. "PROTEACH: An Extended Preservice Teacher Preparation Program" (David C. Smith) provides an introduction to the program's goals, components, and development. "The Work of the Task Forces" (Suzanne L. Krogh), focusing on the professional studies component, reports on the workings of one of these task forces in detail. In "The Generic Teaching Component" (Dorene D. Ross), a research-based framework of generic domains was determined, focusing on: (1) ability to observe phenomenon objectively; (2) diagnosis of student abilities, learning difficulties, environmental conditions, and programs of instruction; (3) instructional planning and management; and (4) effective interpersonal skills. A summary is offered of the program's distinguishing characteristics in "Where We Are Now: The Process Described" (Suzanne M. Kinzer). (JD)

ED 232 991 SP 022 850

Rojas, Alicia Mabel
Educational Technology and Teacher Education in Latin America and the Caribbean: A Plan for the Future.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Educational Assessment; *Educational Improvement; Educational Objectives; Educational Planning; *Educational Technology; Foreign Countries; Latin Americans; *Needs Assessment; Preservice Teacher Education; Problem Solving; *Systems Approach
IDENTIFIERS- Latin America

Latin American countries have a long history in the application of educational technology to the improvement of teacher education. Even though past innovations, such as the Multinational Project on Educational Technology have been successful, there are still problems with the quality of teacher education. Apparently, processes have been improved without a careful examination of the link between these processes and achievement of desired results. A six-step model, developed by Roger Kaufman, takes both process and results into account. It is based on the application of the systems approach, a process for identifying, justifying, and resolving problems based upon needs. The process is composed of: (1) identifying the problem from needs; (2) determining solution requirements and alternatives; (3) selecting a solution strategy; (4) implementing that strategy; and (5) determining performance effectiveness. (JMK)

ED 232 992 SP 022 851

Ueno, Tatsumi
Educational Technology for Pre-Service Training Program at Hyogo University of Teacher Education--As a Case Study of Teacher Education in Japan.
PUB DATE- Jul 83

Employment; Self Concept; *Teacher Attitudes; Teacher Background; *Teacher Characteristics

This study reports on the findings of a questionnaire administered to teachers in American schools abroad in Guatemala, Mexico, the Netherlands, and Belgium. Data is reported in case study format for both a male and female teacher in Guatemala and the Netherlands. Special attention has been devoted to the analysis of the lives of American teachers as "third culture people" distinguished as a category by high mobility and advanced skill or education. Teachers' perceptions and characterizations of themselves in the new environment were determined by the questionnaire which included measurements for locus of control, normlessness, self-esteem, and instrumental (short-term) and terminal (long-term) values. The study found that most subjects were well adjusted to their living situation, but that did not depend on knowing the country's language. More interaction took place with host nationals in European countries than in South American countries. The locus of control is more often externally oriented for both female and male subjects. And terminal as well as instrumental values differ greatly between males and females. (JMK)

ED 233 008 SP 022 868

Carbonneau, Michel; St. Jacques, Diane

The Training of French-Canadian Teachers: Versatility and Elementary Teacher Training.

PUB DATE- Jul 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Administrative Problems; *Conflict Resolution; Cultural Differences; Declining Enrollment; *Educational Change; Foreign Countries; Higher Education; Preschool Teachers; Primary Education; Program Development; Schools of Education; *Teacher Education Curriculum; *Teacher Education Programs

IDENTIFIERS- Canada; *University of Montreal (Quebec)

The French-speaking population of Quebec constitutes a small, isolated island in the midst of an English-speaking world. The cultural survival of its six to seven million inhabitants depends upon the quality of its educational system. In the last few years, however, the balance of this system has been upset by a number of factors and the University of Montreal, where teachers receive their of day for testing periods were between 0800-0830, 1200-1230, and 1600-1630 hours. Data related to physical performances as measured by the total number of seconds subjects walked on the treadmill revealed significant differences between 0800 and 1200 and among 0800, 1200, and 1600. Significant increases in maximal oxygen consumption were noted between 0800 and 1200 and 0800 and 1600. The exact nature of this variation is unknown; however, an increased blood flow to the working muscles can be postulated. The results of this study imply the need for researchers to report the time at which tests for maximal performance are administered. Additionally, when maximal performances are being compared, subjects should be tested at the same time of day to reduce the variability due to diurnal variations. (JMK)

ED 233 024 SP 022 908

Israel, Richard G.; Hardison, George T.
Cardio-Respiratory Responses to Maximal Work During Arm and Bicycle Ergometry.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Bicycling; Biomechanics; Cardiovascular System; *Exercise Physiology; *Heart Rate; *Human Factors Engineering; Males; Physical Fitness
IDENTIFIERS- *Oxygen Consumption

This study compared cardio-respiratory responses during maximal arm work using a Monarch Model 880 Re[illegible] Trainer to cardio-respiratory responses during maximal leg work on a Monarch Model 850 Bicycle Ergometer. Subjects for the investigation were 17 male university students ranging from 18 to 28 years of age. The specific variables compared included submaximal and maximal heart rate, maximum oxygen consumption, maximum oxygen pulse, pulmonary ventilation, ventilatory equivalent, and mean recovery heart rate. Each subject was tested during arm and bike work. A repeated analysis of variance indicated significantly higher values for maximum oxygen consumption, maximum pulmonary ventilation, maximum oxygen pulse, and maximum heart rate during bicycle ergometry. The ventilatory equivalent was significantly lower during bike work while the mean recovery heart rate during arm work was significantly lower than during bike work. There was no significant difference in submaximal heart rates between the groups. Reasons for the results are

Title I students (first through sixth grades) who transferred to non-Title I schools because of desegregation; (5) Basic Grant projects designed to support the desegregation program of the school district; and (6) the North Division School Effectiveness Program intended to exert a substantial impact on all aspects of the school learning climate for grade levels 9 to 11. (PN)

ED 233 039 TM 830 437

Checkon, Stephen; And Others
Statistical Profiles, 1981-82. Montgomery County Public Schools, Rockville, Maryland.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE- Jan 82
AVAILABLE FROM- Department of Educational Accountability, Montgomery County Public Schools, 850 Hungerford Drive, Rockville, MD 20850 (Price on request).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Administrators; *County School Districts; Elementary Secondary Education; *Enrollment Trends; *Institutional Characteristics; *Profiles; School Statistics; *Teachers
IDENTIFIERS- *Montgomery County Public Schools MD

With its companion report, the Annual Test Report, Statistical Profiles provides comprehensive information about Montgomery County Public Schools (MCPS) for use by the Board of Education, school system staff, county government, and interested public. Statistical Profiles reports general information and statistical data about schools and their staffs and enrollment, as well as staff data concerning MCPS administrative offices. The report is organized into: (1) the purpose and organization of the reports; (2) selected data about the county and the school system, including county planning projections for population, income, and housing for 1980 and 1985 and distributions of selected data elements reported in the school profiles; (3) five summaries of school profiles; (4) administrative area summary profiles and school level summary profiles within area analagous to those summaries at the county level, and individual school profiles; (5) alternative center profiles and a summary profile for the nine centers; (6) profiles for the school system administrative offices and departments; and provide remedial instruction in reading and mathematics for target first, second, and ninth grade students. Questionnaires were administered to determine the success of the telecourses based upon the extent to which students watched the programs and the general reactions of students, parents, and teachers. For ninth graders who registered for the reading and mathematics telecourses, a pretest and posttest were also administered to determine whether there was an observable improvement in their skills at the end of the summer. An analysis of the data indicates that the programs were well received by those who responded. However, an overall assessment of the telecourses' success was hampered by the following data collection problems: (1) only 14 percent return of parental questionnaires, (2) test information submitted for non-registered students made it difficult to identify the sample of students to be studied, (3) high attrition rate of students who were posttested, and (4) due to a revision of the mathematics posttest, no comparison could be made regarding students' performance in the mathematics pretest and posttest. (PN)

ED 233 055 TM 830 497

Kishton, Joseph; Starrett, Raymond H.
Parcel Factoring of Loevinger's Ego Development Measure.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Adults; Data Collection; Factor Analysis; *Factor Structure; Higher Education; Item Analysis; Language Fluency; *Personality Assessment; Personality Measures; Questionnaires; *Research Methodology; Research Problems; Secondary Education
IDENTIFIERS- Ego Development Theory; *Loevinger Sentence Completion Test; *Parcel Factoring

Ego development data were collected from two groups of subjects. One group consisted of 175 students from junior high, senior high, and college. The second group was comprised of 136 adults who were either teachers and administrators of a medium-sized public school system, or long-time employees of a large chemical manufacturing corporation. Subject responses to 36 sentence stems from the Sentence Completion Test (SCT) were individually assigned to one of nine ego levels by matching them with response categories provided in the SCT manual. Parcels of items were constructed by assigning

Admission Test. Medical College Admission Test Interpretive Studies Series, Report No. 82-1.

Association of American Medical Colleges, Washington, D.C. Div. of Educational Measurement and Research.

PUB DATE- Nov 82

AVAILABLE FROM- Division of Educational Measurement and Research, Association of American Medical Colleges, 1 Dupont Circle, N.W., 200, Washington, D C 20036 ($2.00).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTIONS- Annotated Bibliographies; *College Entrance Examinations; Medical Education; *Medical Students; *Predictive Validity; Research Methodology; *Research Reports

IDENTIFIERS- *Medical College Admission Test

This bibliography includes 35 reports of research, dated from 1978 to 1983, on the new Medical College Admission Test (MCAT). These reports consist primarily of studies published in professional journals or presented as papers at professional meetings. No effort was made to screen the studies for methodological adequacy or other measures of quality. The abstracts were written to give readers a sense of the data and to reflect the interpretations and conclusions drawn by the author(s) of the studies. Most of the entries in the bibliography are studies of predictive validity, although other types are represented. Students in allopathic medical schools constitute the typical study population; however, one study examines the validity of using the MCAT for selecting osteopathic medical students, and another, veterinary medical students. The studies are arranged in chronological order by date of publication or presentation. This bibliography will be updated regularly. (PN)

ED 233 073 TM 830 523

Johnson, E. Marcia; Wolfe, Richard G.

Implementing and Evaluating a Research Data Archive.

PUB DATE- Apr 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Archives; Computer Oriented Programs; Data; Information Needs; *Information Networks; *Information Processing; *Research Needs; Research Problems; *Statistical Data

ED 233 088 TM 832 005

Performance Assessment Methodology. Resources in Performance Assessment.
Northwest Regional Educational Lab., Portland, OR. Center for Performance Assessment.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Achievement Tests; Administrator Evaluation; Annotated Bibliographies; Assessment Centers (Personnel); Critical Incidents Method; *Evaluation Methods; Generalizability Theory; *Performance; Performance Tests; Personnel Evaluation; Student Evaluation; Test Construction; *Testing
IDENTIFIERS- PF Project

This annotated bibliography contains nine items addressing assessment methodology. The titles are: "Performance and Product Evaluation"; "The Critical Incident Technique"; "Constructing Achievement Tests"; "Applying the Assessment Center Method"; "Performance Assessment in Education and Training: Alternative Techniques"; "Watching Students Grow: A Teacher's Guide to Observational Assessment in the Classroom"; "Behavioral Assessment" (a journal); "Generalizability Theory: A Review"; and "Behavioral Assessment" (a book). These entries include books, published articles and a professional journal. (JW)

UD

ED 233 089 UD 022 818

Inbar, Dan; Resh, Nura
Learning of the Disadvantaged and School Climate. Publication No. 89.
Hebrew Univ. of Jerusalem (Israel). School of Education.; National Council of Jewish Women, New York, N.Y. Research Inst. for

drop out more often than females; (3) dropouts tend to have low grades, dislike school, come from low income families, and receive little parental support for staying in school; (4) reasons for dropping out include academic failure, non-school interests, economic need, health problems, and conflicts with school personnel; and (5) the unemployment rate of dropouts is double that of graduates. It is suggested that reducing the dropout rate in Austin requires districtwide commitment and a coordinated approach that addresses the problem at all grade levels. It is further suggested that to be effective, dropout prevention programs must (1) ensure that all students will develop a minimum of basic academic skills, (2) include components that will enable students to meet their economic needs, (3) provide attractive activities, (4) focus on improving achievement, especially among disadvantaged students, and (5) be based on clear plans of action. The report includes case descriptions of some high school dropouts. (MJL)

ED 233 103 UD 023 005

Boser, Judith; And Others
Maximizing Students' Educational and Career Choices: Results of a Two-Year Equity Project.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Age Differences; Androgyny; *Attitude Change; Demonstration Programs; Elementary Secondary Education; Program Effectiveness; *Racial Attitudes; Sex Fairness; Sex Role; *Sex Stereotypes; *Student Attitudes; *Teacher Influence; Teacher Role
IDENTIFIERS- *Project NEED

This paper presents the results of an educational equity program designed to reduce racial and sexual stereotyping at all grade levels among students. The project was instituted in a southeastern United States school district in 1981. Following evaluations in 1980-81 and 1981-82, this present study was conducted: (1) to determine whether participating students' attitudes toward sex roles changed significantly toward becoming less stereotypic, and (2) to identify particular grade levels at which students seemed to be more susceptible to change. Project activities included inservice sessions on equity topics designed to help teachers become aware of inequitable classroom practices and ways of remediating them. In

ED 233 117 UD 023 035

Lee, Rex E.
A Consistent Civil Rights Policy: Individual Focus or Group Focus?
Department of Justice, Washington, D.C. Civil Rights Div.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Affirmative Action; Busing; Civil Rights; *Court Litigation; Due Process; Elementary Secondary Education; *Employment Practices; *Equal Opportunities (Jobs); Law Enforcement; *Public Policy; *Retirement Benefits; School Desegregation; *Sex Discrimination
IDENTIFIERS- Civil Rights Act 1964 Title VII; *Reagan Administration

In this speech, delivered by the Solicitor General of the United States at a meeting of the Hillsboro County Bar Association in Tampa, Florida, Lee addresses himself to allegations of inconsistency in the Reagan administration's positions on court cases involving civil rights issues. In defending the administration, Lee cites the Spirt v. TIAA-CREF and Hishon v. King and Spalding court cases. Both cases fall under the Title VII statute which prohibits employment discrimination. In the Spirt case, the issue in question was the payment of lower monthly pension annuity benefits to women than to men. The Hishon case regards law firms that discriminate against women in promotion from associates to partners. In both cases, the government argued that the Title VII principle requires that an individual be treated as an individual, rather than as an undifferentiated member of a group. Lee says that the same argument holds for the administration's position on employment quotas or the use of busing in school desegregation, since both are group oriented solutions. Lee asserts that the cornerstone of civil rights laws and public policy has been the securing of individual rights. Therefore, he concludes, consistency in civil rights cases should be measured by attempts to protect individual rights. (AOS)

ED 233 118 UD 023 036

behavior. Follow-up studies of former preschool students indicated a decrease in achievement during a 4- or 5-year period. Further follow-up study of the former students was recommended. Program organization, student population, recruitment, attendance, adequacy of facilities, learning materials, educational activities, and project costs were discussed, and program goals in language, arithmetic, small motor skills and social skills were evaluated. Sample forms used for recording student rating and mastery were included. (BJD)

ED 232 783 PS 013 785

McCutcheon, Gail; Burton, Fredrick

A Qualitative Study of Children's Responses to Textbook-Centered Classrooms.

PUB DATE- 81

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- *Classroom Environment; Educational Practices; Elementary Education; Elementary School Students; *Emotional Response; *Student Reaction; *Teaching Methods; *Textbooks

IDENTIFIERS- Boredom; Qualitative Research

Apparently, textbooks still profoundly influence teachers' behavior and what students have an opportunity to learn in schools. Textbook content may be substantially influenced by seven conglomerate-owned publishing companies earning 57 percent of textbook revenue and by two states (Florida and Texas) with policies mandating statewide use of a selected set of texts. A study of 10 kindergarten through sixth-grade classrooms found that (1) teachers used textbook guides and accompanying materials extensively; (2) classroom material was taught by lecture/recitation, reading aloud and answering questions, and extensive practice in workbooks and on dittoes; (3) students viewed work as a series of things to complete; (4) teachers seemed to view the curriculum as a series of pages to cover; (5) various factors accounted for the extensive use of texts; and (6) the curriculum was organized by subjects, with text materials supporting this approach. Most curricular materials encouraged passivity and convergent thinking, requiring students to "fill-in-the-blanks." Across grade levels, students' responses to the textbook-centered environment frequently took the form of social games and individual diversions. Some students were aware that the "hidden" reason for doing a worksheet was to give the teacher time to grade papers or and satellite technology; and (6) satellite radio. (DC)

ED 232 798 RC 014 102

Di Benedetto, Romeo; Wilson, Alfred P.
The Small School Principal and School-Community Relations. Small Schools Fact Sheet.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- Administrator Role; Check Lists; Community Involvement; Community Support; Elementary Secondary Education; *Principals; *School Community Relationship; *Small Schools
IDENTIFIERS- Fact Sheets; PF Project

The skills needed by the principal for developing and maintaining good school/community relations are synthesized from recent research and presented in this brief document. These universal concepts are applicable to both large and small schools. The topics included are the principal's responsibility to the community, necessary political skills, common problems and expected roles of parents and citizens. Ideas for increasing community involvement, a checklist for assessing school-community relations and references are included. (JW)

ED 232 799 RC 014 103

Culbertson, Jeanne
Four Day School Week for Small Rural Schools. Small Schools Fact Sheet.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

two administrative divisions: upper (New Mexico) and lower (Sonora); the Camino Real fell into disuse until its reestablishment in the late 18th century. Before and after arrival of the Americans, new roads were built in previously unsettled areas because decline in Indian populations led to relocation of important centers, new technology opened up uninhabited regions, and railroads and automobiles demanded flatter terrain than the old roads. (MH)

ED 232 813 RC 014 229

Kleinfeld, Judith; McDiarmid, G. Williamson
Effective Schooling in Rural Alaska: Information for the Rural Effective Schools Project.
Alaska Univ., Fairbanks. Inst. of Social, Economic, and Government Research.
SPONS. AGENCY- Alaska State Dept. of Education, Juneau.; National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Academic Aptitude; Achievement; *Alaska Natives; American Indian Education; Cultural Differences; *Educational Practices; *Educational Quality; Educational Research; Homework; Multigraded Classes; One Teacher Schools; Prediction; Principals; *Rural Education; *Teacher Attitudes; Teacher Effectiveness; *Teaching Methods; Work Environment
IDENTIFIERS- *Alaska; Rural Effective Schools Project AK

Because rural Alaska educators were skeptical of the applicability to their teaching situations of various educational research results, researchers randomly surveyed rural Alaskan teachers to provide background information for the Rural Effective Schools Project and for educators who want to help rural schools increase their effectiveness. Three hundred four teachers (96% of those surveyed) responded by mail to questions about the use and effectiveness of teaching practices recommended nationally and for American Indian children, their preferred instructional methods, and their personal job satisfaction. In general, rural Alaskan teachers did not report frequent use of nationally recommended practices; rather, they used practices advocated in American Indian research literature such as hands-on and self-paced instruction. Only about half the teachers regularly assigned homework. Most expected their students to complete high school, but not to attend or complete

ED 232 827 RC 014 244

Brembeck, Cole S.
Formal Education, Non-Formal Education, and Expanded Conceptions of Development. Occasional Paper #1.
Michigan State Univ., East Lansing. Non-Formal Education Information Center.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- 78
AVAILABLE FROM- NFE Information Center, Michigan State University, 237 Erickson Hall, East Lansing, MI 48824 (while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Comparative Analysis; *Developing Nations; *Economic Development; *Educational Attitudes; Educational Benefits; Educational Change; Educational Objectives; Human Capital; Learning Experience; *Nonformal Education; Teaching Methods
IDENTIFIERS- *Educational Role; *Formal Education

Reassessment of conventional development conceptions and practice has raised questions about relevance of education to expanded theories of economic development. Previously accepted concepts of development have focused on increased economic productivity, and have assumed a causal connection between the existence of schools and the pace of development. Formal schooling has had three objectives: modernization, manpower training, and development of a professional class. Emphasis has been on schooling, but not necessarily on education. Formal schools are detached from indigenous practice, may be more suited to teaching than to learning, are limited in learning methods they can employ, and depend largely on deferred rewards; schooling usually precedes employment. Formal schooling increasingly seems unrelated to comprehensive views of development, does not reach people when and where they need it, produces educated unemployed, and is costly. Expanded conceptions of development, with humane rather than technical emphases, have different educational emphases: human need, equity, employment opportunities, low per capita/instructional unit cost, limited duration, and recognition of learner's aspirations. Both formal and non-formal education can contribute. Immediate ways to take action involve: creating comprehensive national education policies; combining formal and non-formal education; working with agencies which sponsor non-formal education programs; and conducting

cosmology; and (3) a written style that retains the spirit and poetry of the Indians' native manner of telling. The bibliography is divided into 12 sections. The first contains references to 23 sources (studies, anthologies, children's anthologies, bibliographies, indexes) that present the overall picture of North American Indian mythology and folklore. The other sections present sources for 11 North American culture areas: Eskimo; Mackenzie; Plateau; North Pacific; California; Plains; Central Woodland; Northeast Woodland; Iroquois; Southeast; and Southwest. Each section contains a brief introduction to the stories characteristic of the area, followed by a list of source books and a list of children's editions. The entries are arranged in alphabetical order by author. Entries contain author name, title, and publishing information, plus a detailed annotation. The bibliography is illustrated in black and white, and indexes the entries by author, title, and tribe. (SB)

ED 232 841 RC 014 264

Amodeo, Luiza B.; Martin, Jeanette
Antecedents to High Educational Achievement Among Southwestern Mexican Americans.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Achievement; Academic Aspiration; *College Students; Educational Background; Family Characteristics; Grade Point Average; Higher Education; *Mexican Americans; *Parent Aspiration; Parent Attitudes; Parent Influence; Spanish Speaking; *Student Teacher Relationship; *Success
IDENTIFIERS- California; New Mexico

The study examined antecedents to high educational achievement of 42 selected Mexican Americans (university professors, third-year law students, and third- and fourth-year medical students) in 5 southwestern universities (4 in California and 1 in New Mexico). Two related considerations prompted the investigation: failure of many Mexican Americans to achieve collegiate success; and the assumptions of many writers that this lack of achievement is related to the parents' low level educational aspirations. All respondents were identified as being members of the Mexican American minority population either through self-disclosure, affiliation with minority campus groups, and/or information supplied by friends. A

ED 232 854 SE 042 627

Academic Science/Engineering: Scientists and Engineers, January 1982. Detailed Statistical Tables. Surveys of Science Resources Series.
National Science Foundation, Washington, D.C.
REPORT NO.- NSF-83-311
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- Black Colleges; Computer Science; *Employment; Employment Level; *Employment Patterns; Engineering; *Engineers; *Females; Full Time Faculty; *Geographic Distribution; Higher Education; Labor Force; Mathematics; Occupational Surveys; Part Time Faculty; Sciences; *Scientists; Sex Differences; Universities
IDENTIFIERS- National Science Foundation

The data provided in the statistical tables in this publication are derived from the National Science Foundation's Survey of Scientific and Engineering Personnel Employed at Universities and Colleges, January 1982. The tables present statistics on the characteristics of scientists and engineers employed by institutions of higher education. The tables are presented under the following headings: trends; sex; institutional control and full-time equivalents; institutional rankings; top 100 doctorate-granting institutions; institutional rankings by sex and type of employment; geographic distribution (by control/status, field, full-time/part-time by field, and by status/sex); type of institution; historically black colleges; and institutional categories. Data for scientists/engineers in university-administered, federally-funded research and development centers are presented in tables in a separate section; data are provided by field (1975-1982), for males and females separately by field, and by field (January 1982). Survey summaries are also presented for all institutions and for doctorate-, master's-, and bachelor's-granting institutions, non-science/engineer degree-granting institutions and 2-year institutions, and for federally-funded research and development centers. Copies of instruments used in the survey are included. (JN)

school district size. (JN)

ED 232 868 SE 042 642

Pre-Algebra Groups. Concepts & Applications.
Montgomery County Public Schools, Rockville, Md.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Algebra; Arithmetic; *Functions (Mathematics); Geometric Concepts; *Geometry; *Integers; Learning Activities; *Mathematical Concepts; Mathematics Education; Mathematics Instruction; *Number Systems; Secondary Education; *Secondary School Mathematics; Symmetry

Discussion material and exercises related to pre-algebra groups are provided in this five chapter manual. Chapter 1 (mappings) focuses on restricted domains, order of operations (parenthuses and exponents), rules of assignment, and computer extensions. Chapter 2 considers finite number systems, including binary operations, clock arithmetic, properties of operational systems, multiplicative systems, and subtraction/division. Other operational groups are considered in chapter 3. Additional topics include the cancellation law, non-commutative groups, and designs from finite systems. Chapter 4 focuses on integers, discussing set of integers, (Z,+) as a commutative group, subtraction, multiplication/division, order of operations, exponents, and absolute value. Transformational geometry is the major focus of chapter 5. Topics discussed in this chapter include: symmetry, plotting points, translations, translations and groups, line reflections, rotations, isometries, and dilation. Each chapter concludes with a set of review questions. In addition, a set of cumulative review questions for chapters 1-3 is included. (JN)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Academic Achievement; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; Literature Reviews; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Outcomes of Education; *Science Curriculum; Science Education; *Science Instruction; Teacher Education
IDENTIFIERS- Australia; *Mathematics Education Research; *Science Education Research

This document contains separate reviews of recent developments in science and mathematics education research. These literature reviews note those issues that were carefully examined and identify others which had not received attention. Although the reviews concentrated on Australian research, relevant studies in other countries such as the United Kingdom and the United States were also examined. A two-dimensional grid or matrix was established as a guide to the reviews. The first dimension used is level of schooling (primary, secondary, tertiary). The second dimension concerns subject of research (provision, participation, and outcomes). The three areas in the second dimension are further divided as follows: (1) provision (amount-- how much is taught; curriculum-- what is taught; teacher education-- who teaches; support mechanisms-- what systemic assistance is given); (2) participation (who takes part in learning); (3) outcomes (cognitive-- knowledge-based outcomes; investigatory-- skill-based outcomes; affective-- attitudinal outcomes; transition-- expected/actual outcomes of students in transition from level to level; exit-- expected/actual outcomes of students in transition from school to community life, including work and leisure). Thus, 30 different elements represented in the matrix are examined in the reviews. Bibliographies are also provided at the end of each review. (JN)

ED 232 883 SE 042 780

Instituting Nuclear Age Education: Towards a Cooperative Future. Proceedings of the International Student Pugwash Symposium (Atlanta, Georgia, January 20-23, 1983). Summary .
International Student Pugwash, Washington, DC.
PUB DATE- 83
AVAILABLE FROM- International Student Pugwash, 505B Second St., NE, Washington, DC 20002 ($1.00).
LANGUAGE- English

Wallace, James M.
The Crossroads of Liberalism in Journalism and Education.
PUB DATE- 14 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Freedom; Comparative Analysis; *Educational History; Educational Philosophy; Efficiency; Journalism; Periodicals; Political Issues; *Press Opinion; Progressive Education; *School Role; *Social Action; United States History
IDENTIFIERS- Dewey (John); *Liberalism; Nation (Journal); New Republic (Journal)

Political responses to the "cult of efficiency" in the schools, academic freedom, and the role of education in social reform between 1914 and 1921 are traced in issues of the "Nation" and the "New Republic." The variety within political liberalism at the time was reflected in a similar diversity of educational positions. Until 1918, the "Nation," as a proponent of the Wilsonian New Freedom, was often suspicious of progressive developments in the schools; the "New Republic," a spokesman for Roosevelt's New Nationalism, was a vigorous partisan of John Dewey's educational progressivism. In 1918, with a change of editors, the "Nation" shifted to a political position more like that of the "New Republic." Although prior to the change the two periodicals could be characterized as vehicles for the old ("Nation") and new ("New Republic") liberalism, both journals expressed suspicion of the efficiency movement in education, consistently supported a greater measure of freedom for instructors at all levels, and believed that schools and colleges should be instruments of reform. Both journals expressed the belief that education could not fulfill its social function by uncritically transmitting values and traditions of the culture. The importance of having outspoken journals defending values somewhat at variance with those of the larger society is illustrated by the response these journals received from prominent members of the educational community. (KC)

ED 232 898 SO 014 731

Good, James K.
A Survey of the Status of Perception and Behavior in Geography.

ED 232 912 SO 014 787

Tankard, Alice Doumanian
Universal Declaration of Human Rights, A Lay Version for the Common Man, Woman and Child.
PUB DATE- 73
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Civil Liberties; *Global Approach; *Human Dignity; Humanization; *International Law; Resource Materials
IDENTIFIERS- PF Project; United Nations; *Universal Declaration of Human Rights

This lay version of the Universal Declaration of Human Rights (the original version was adopted by the General Assembly of the United Nations in 1948) has been written in simplified vocabulary to make it understandable to a wider range of ages and reading abilities. The declaration consists of a preamble followed by a listing of 30 goals common to all peoples and all nations. The goals deal with civil, political, economic, educational, social and cultural rights. (JH)

ED 232 913 SO 014 793

Robinson, Sheryl B.
Microcomputer Software and the Social Studies. ERIC Fact Sheet No. 7.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- Annotated Bibliographies; *Computer Assisted Instruction; Computer Literacy; *Computer Programs; Databases; Elementary Secondary Education; *Evaluation Criteria; Instructional

*Socioeconomic Status
IDENTIFIERS- PF Project

An assessment of the role of women in third world countries and strategies to improve their status are provided for high school global education classes. The document emphasizes that women in rural areas of developing nations are subject to triple oppression: as citizens of underdeveloped countries; as peasants living in the most impoverished and disadvantaged areas of those countries; and as women in male-dominated societies. Change strategies include providing women with financial credit, access to technology, education, management and marketing skills, health and day care services, and women's support groups. A brief case study of a woman in West Africa illustrates the success of these strategies. Ideas for action and a brief list of reference materials are also provided. (KC)

ED 232 932 SO 014 815

Phillips, Jim
The Arms Race and World Hunger. Facts for Action #4.
Oxfam America, Boston, MA.
PUB DATE- Oct 82
AVAILABLE FROM- Oxfam America, 115 Broadway, Boston, MA 02116 (1-20 copies, $0.50 each; over 20, $0.25 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Developed Nations; *Developing Nations; *Expenditures; Global Approach; High Schools; Hunger; *National Defense; *Poverty; Quality of Life; World Problems
IDENTIFIERS- *Foreign Aid; PF Project; United States

Designed for high school global education classes, this document examines ways in which the arms race affects the poor. Military expenditures and foreign economic aid of the developed nations are compared with survival needs of developing nations. Statistics support five premises: the arms race (1) diverts resources from productive activity and basic human needs; (2) contributes to repression of legitimate social change; (3) increases debts of poor countries who are buying increasingly modern and sophisticated weapons; (4) undermines efforts to establish a new international

(143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Educational Change; *Educational History; Educational Trends; *European History; High Schools; *History Instruction; *History Textbooks; *Social Change; Textbook Content; Textbook Preparation; Textbook Publication; Textbook Research
IDENTIFIERS- Meyers (Phillip); Meyers (Phillip Van Ness); Robinson (James Harvey); Webster (Hutton); West (Willis Mason)

The European history textbooks of four authors, Phillip Van Ness Meyers, Willis Mason West, Hutton Webster, and James Harvey Robinson, are described to show how they responded to and reflected the changing nature and function of the high school from 1880 to 1930. Data for the study came from educational histories, committee reports, journals, school district annual reports, surveys, and federal statistics. Three phases in the general development of the high school were identified: (1) the classical high school (1880-1900), which served few students and offered a predominantly classical curriculum; (2) the transition high school (1900-1925), which slowly accommodated the needs of commerce, industry, and social aspirations through a tracking course of study; and (3) the mass high school (1925 to present), which offered a common basic, utilitarian curriculum to all students. Between 1880 and 1930, the textbooks changed from the omnibus general history emphasizing ancient history found in the classical high school, to the specialized subject texts containing ancient history and medieval and modern history components of the transition school, to the general or world history texts written for all students with a concern for readability. (RM)

ED 232 947 SO 014 924

Scott, Kathryn P.
Effects of Gender-Fair Instructional Materials on Fourth, Seventh, and Eleventh Graders' Attitudes and Understanding.
SPONS. AGENCY- Florida State Univ., Tallahassee.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Educational Research; Grade 4; Grade 7; Grade 11; Intermediate Grades; *Reading Comprehension; *Reading Materials; Secondary Education; *Sex Fairness; *Sex Stereotypes; Social Studies; *Student Attitudes

nuclear war, and what can be done to prevent nuclear war. Provided for each lesson are an outline of the main ideas, relevant quotations that complement the outline, learning aids that explain important facts within the lesson (e.g., maps, charts, graphs, lists of organizations), and discussion questions. Students are expected to read and study the outline and quotations, analyze the maps, charts, and graphs, and participate in classroom discussions. Provided at the end of the guide are some additional learning tools and resources, including a glossary of nuclear war terms, suggested learning exercises, a bibliography, and audiovisual suggestions which can supplement the various lessons. (RM)

ED 232 962 SO 014 968

Thinking About Preventing Nuclear War.
Ground Zero, Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Conflict Resolution; Developing Nations; *Disarmament; Global Approach; Intercultural Communication; *International Relations; *Nuclear Warfare; Peace; *Prevention; World Problems
IDENTIFIERS- Terrorism

Potential paths to nuclear war and the available means of prevention of nuclear war are discussed. Presented is a detailed description of six nuclear war scenarios, and brief examples of types of potential deterrents to nuclear war (firebreaks) which are relevant for each. To be effective, the right combination of firebreaks must be used, the timing must be correct, and constant re-examination is necessary to insure that the best resources available are being utilized. Scenarios that might culminate in an all-out nuclear war include escalation in a European conflict, in a third world conflict, after a false alarm, after terrorist use of nuclear weapons, and after accidental or unauthorized use of nuclear weapons. Tools, or types of potential firebreaks, that might be employed to prevent the scenarios from starting in the first place, or once started, from escalating to higher and higher levels and eventually reaching general nuclear war fall into the following categories: improved relations; arms control; nuclear nonproliferation; conflict resolution; and crisis of communications. (RM)

ED 232 977 SP 022 797

Quisenberry, Nancy L.
Adjusting an American Teacher Education Program to Meet the Needs of Malaysian Students: A Case Study.
PUB DATE- 11 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academic Standards; College Transfer Students; *Cultural Differences; Foreign Countries; *Foreign Students; Higher Education; Limited English Speaking; Preservice Teacher Education; Problem Solving; Student College Relationship; Student Needs; *Student Teaching; *Teacher Education Programs; Teacher Placement
IDENTIFIERS- *Malaysia

Methods of working with foreign students, especially those from Malaysia, have been modified at Southern Illinois University. Problems have arisen in dealing with two different groups of Malaysian students: recent graduates from secondary schools, and graduates of Malaysian teacher training colleges. The first group comprises very young students, far from home and experiencing the stress of culture shock. The second group poses problems in dealing with transfer of credits, assessing individual records from three different Malaysian education agencies, and time allowed for program completion. While most students know some English, language proficiency is a problem, particularly since a requirement of the program is student teaching. There have been some difficulties in placing Malaysian student teachers in local schools. Some students have also resisted taking required courses in American history or government, viewing them as irrelevant to their needs. Procedures used to alleviate these and other problems are described in this paper. Case studies are presented of Malaysian students majoring in English, mathematics, educational media, guidance and counseling, and science. (JD)

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Audiovisual Aids; Educational Equipment; *Educational Technology; *Education Courses; Elementary School Teachers; Foreign Countries; Higher Education; Preservice Teacher Education; *Schools of Education; Student Teaching; *Teacher Education Programs
IDENTIFIERS- *Hyogo University of Teacher Education (Japan)

At present, student teaching in most colleges in Japan consists of a 6-week four-credit course of study taken during the last year of training. Many feel this preparation is too short a time for students to be trained adequately, so Japan's Hyogo University of Teacher Education has revised its student teacher program. At Hyogo, students are required to take 14 credits in practice teaching courses throughout their 4 years in the program. One component of the practice teaching credits is a course in educational technology which trains students in the fundamental theory and technique of audiovisual technology and educational information processing. The university's Center for School Education Research provides many opportunities for students to work with the latest equipment and services. Faculty try to maintain close cooperation among all university faculty members, cooperating school teachers, and graduate students for a more effective preservice teaching program. The training program, particularly the educational technology element, is described in detail. (JMK)

ED 232 993 SP 022 852

McQueen, Theona
Evolution in Bahamian Education: An Experiment with an International Teacher Education Program.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Cultural Exchange; Curriculum Design; Curriculum Development; Developing Nations; *Educational Development; Faculty Development; Foreign Countries; Higher Education; *International Educational Exchange; *Nationalism; Program Development; Program Implementation; *Teacher Education Programs
IDENTIFIERS- *Bahamas; *University of Miami FL

training, has been vigorously criticized by the teaching profession. Between 1980 and 1981, an evaluation was made of the University's pre-school/primary program; both professors and students judged it inadequate, although their reasons were different. Further analysis of the situation has led faculty to attempt reforms that accentuate the professional aspect of the program and allow students to work out their own training program. Under the proposed reform, future teachers will develop skills in a certain number of subjects, and their progress will be systematically evaluated. Also, individualized specialization profiles will be added to the basic structure of the program. (SP)

ED 233 009 SP 022 869

Das, Ajit K.; Bright, Larry K.
Updating Teacher Education in Light of the Changed Context of Education.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Educational Change; *Educational Needs; Education Majors; *Futures (of Society); Higher Education; Human Services; Preservice Teacher Education; Teacher Education Curriculum; *Teacher Education Programs; *Technological Advancement

In view of the changes that technology is ushering into the field of education, it is necessary to make some substantial changes in the education of teachers. By broadening the base of teacher education, future educators will have a better understanding of: (1) the social, economic, and political changes set in motion by new technology; (2) the impact of these changes on human institutions and in human lives; (3) the broader concept of education as one of the important human services; and (4) the teaching and learning process as it occurs throughout the human lifespan in diverse settings. Future educators will need to develop diagnostic, counseling, and communication skills as well as have facility in using new information processing and communications technology. They will also have to develop a respect for human dignity, a global perspective on human problems, and a strong commitment to lifelong learning. Seven general categories that should be part of a future-oriented teacher education program include: (1) human development; (2) human services education systems; (3) teaching and discussed. (JD)

TM

ED 233 025 TM 830 148

Hills, John R.; Denmark, Tom
Functional Literacy in Mathematics.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Program Support Services.
PUB DATE- Aug 78
CONTRACT- SDE-780-136
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Curriculum Development; *Functional Literacy; Item Analysis; *Low Achievement; *Mathematical Applications; *Mathematics Skills; Quantitative Tests; Secondary Education; State Programs; Test Construction; *Test Interpretation
IDENTIFIERS- *Florida Functional Literacy Test

This study focuses on possible factors which contributed to the low mathematics scores achieved by Florida's 11th graders on the 1977 Functional Literacy Test. The authors developed preliminary hypotheses to explain the low scores based upon professional conjecture, analyses of test items, and examination of item data from the October 1977 test administration. Results from this pilot study on a small sample of north Florida high school students provided tentative findings which are highly relevant to the analysis of student difficulties in solving math application problems. Also included in the report are considerations for test construction, recommendations for curriculum improvement, and ideas for remedial math programs. (Author/CM)

(7) a list of specialized statistical reports about MCPS. (PN)

ED 233 040 TM 830 448

Carlson, Jerry S.
Applications of Dynamic Assessment to Cognitive and Perceptual Functioning of Three Ethnic Groups. Final Report.
California Univ., Riverside.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 83
GRANT- NIE-G-81-0081
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Anglo Americans; Blacks; *Cognitive Ability; Cognitive Measurement; Elementary Education; *Ethnic Groups; Hispanic Americans; Perception Tests; *Perceptual Development; Performance Factors; Predictive Validity; Racial Differences; *Test Bias; *Testing; Testing Problems; Test Use
IDENTIFIERS- California (San Bernardino); *Dynamic Assessment; *Testing Conditions

This study assessed the usefulness of the dynamic testing approach to optimize testing procedures by reducing or eliminating bias, conceived of as error in measurement attributable to factors entering into performance which were not the target of the assessment. The study examined: (1) whether the dynamic assessment approach yields information which is a more appropriate indicator of cognitive competence than standard approaches based on static test theory; (2) why and for whom the dynamic assessment approach is effective; and (3) for what reason the procedures should be used. The sample of 147 fourth- and fifth-grade students from 15 elementary schools in the San Bernardino, California, area included 67 Anglo Americans, 37 Black Americans, and 43 Hispanic Americans randomly assigned to standard, verbalization, or elaborated feedback test conditions. Measures of cognitive and perceptual functioning, cognitive style and personality (e.g., impulsivity-reflectivity, motivation and planning, and school achievement) included Raven's Coloured Progressive Matrices, the Matching Familiar Figures Test, the Cattell Culture Fair Test of "g," Harter's Perceived Competence Scale for Children, and Trail Making and Visual Search Tasks. It was found that the testing condition which seemed to be most effective in increasing performance of all groups was verbalization; a type of compensatory effect for initially observed differences was brought ego level ratings (1-9) for each item to one of six parcels. The sum of item ratings within each parcel was used as the parcel score. The same procedure was used to construct word fluency parcels. The number of words used in each sentence completion was assigned to one of six parcels. Factor analyses revealed that for the female student group, factor one was the word fluency factor, and the second factor represented ego parcel loadings. The order of the two factors was reversed for the male students. The factor structure in the male and female adult groups was consistent with that found for the male students. (Author/PN)

ED 233 056 TM 830 503

Phillips, S. E.
Logistic Achievement Test Scaling and Equating with Fixed versus Estimated Lower Asymptotes.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Achievement Tests; Comparative Analysis; *Equated Scores; Estimation (Mathematics); Latent Trait Theory; *Maximum Likelihood Statistics; *Measurement Techniques; Psychometrics; *Scaling; Standardized Tests
IDENTIFIERS- Equipercentile Equating; *LOGIST Computer Program; Lower Asymptotes; Test Batteries; *Vertical Equating

This study compared the lower asymptotes estimated by the maximum likelihood procedures of the LOGIST computer program with those obtained via application of the Norton methodology. The study also compared the equating results from the three-parameter logistic model with those obtained from the equipercentile, Rasch, and conditional three-parameter models for vertically equating test levels when the scaling method was applied to a multilevel achievement test battery. Two grades, fourth and eighth, and two subtests, reading and mathematics, were selected for analysis. For each content area, approximately 500 students per grade completed both the scaling test and the regular battery test. There appeared to be no evidence to recommend the three-parameter logistic model over the two-parameter modified logistic model when the scaling test approach was used to equate multilevel achievement batteries. Each method appeared to provide a different definition of score-to-equivalence. The moderate rank correlations between lower

IDENTIFIERS- *Ontario Institute for Studies in Education

This paper addresses some of the problems of data access and exchange by discussing what an educational research institution should do about data archiving and data facilities. The work undertaken at the Ontario Institute for Studies in Education is described. Generally, efforts in the past have been given to computerization of bibliographic information and to computerization of data analysis facilities. It is now time to turn to the problems of the research data resource itself--to data development, data archiving, and to computerization of data (and documentation) access and exchange. A first step is for research institutions, government agencies, university departments, and private centers to establish a local data archive and computing laboratory, dedicating as much attention to this as has been given to print collections and to analysis software. Institutions and contracting agencies should develop and adhere to reasonable guidelines about data preservation on the one hand, and data ownership on the other. The computerization of data access and exchange between institutions requires good arrangements at each institution and standardized facilities for computer networks. Another need is for a centralized archive function. (Author/PN)

ED 233 074 TM 830 528

Lewis, Gary
Methods for Assessing the Effects of Final Demand on Industry and Occupational Employment. Technical Note No. 2.
Technology and Education Research Inst., Inc., Cambridge, MA.
PUB DATE- Apr 83
AVAILABLE FROM- Technology and Education Research Institute, 31 Gorham St., Cambridge, MA. 02138 ($3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Economic Research; Employment Practices; *Evaluation Methods; *Industry; *Input Output Analysis; Labor Market; *Occupations; Productivity; Program Effectiveness
IDENTIFIERS- *Demand; Gross National Product

There have been developments in interindustry economics which make it useful to reassess the potential for using input-output analysis for study of industry and occupational employment. The basic data sources available for conducting input-output analysis of employment include the Bureau of Economic Analysis in the U.S. Department of

Innovation in Education.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Mar 83
GRANT- 805-0326
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Academic Aspiration; *Classroom Environment; *Desegregation Effects; *Disadvantaged; Educational Environment; Ethnic Groups; Foreign Countries; Goal Orientation; Junior High Schools; Locus of Control; Outcomes of Education; *Racial Composition; *Student Attitudes; Teacher Attitudes; Teacher Influence
IDENTIFIERS- *Israel

In Israel, efforts to narrow the cognitive and social gap between pupils have been directed toward integration through structural changes in the educational system, along with expected changes in the educational process. This study analyzes the relationships between the school climate and the different educational outcomes for students in various class situations. The study is based on analysis of data from a Junior High School study which was aimed at evaluating the reform in the Israeli educational system, and the conclusions of a case study of five integrated junior high schools in Israel. The ethnic composition of the classes studied varied due to the specific demographic situation in each area, to the location, and to individual school policy. It was hypothesized that school climate may have a differential effect for different types of classes, according to their composition and grade. On a school level analysis, two distinctive climates were revealed: an achievement-conservative one and an integrative-open one. The type of climate was related to various student variables, such as achievement, aspirations, locus of control, self image, and anxiety. Results showed that classes are differentially sensitive to the effects of school climate, according to their ethnic composition. Also, in analyzing "extreme school climate situations," the potential impact of school climate was found to be quite consistent. It is suggested that school climate is a dynamic phenomenon, changing through an interactive process, having different effects on different classes and with different situations. (Author/AOS)

addition, unbiased classroom materials or materials which reduce bias and stereotypic thinking were provided. Students were then administered four separate grade-appropriate instruments, using the Attitudes Toward Sex Roles (ATSR) instrument. Results showed that: (1) students' attitudes became less stereotypic during the second year for most groups, but the effects were not uniform for all grades, (2) individual grade cohorts showed significant movement toward androgyny, and (3) the greatest changes in students' attitudes toward sex roles occurred in the kindergarten and grade seven cohorts. (AOS)

ED 233 104 UD 023 007

Dixon, Heriberto
An Overview of the Black Cubans among the Mariel Entrants.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adjustment (to Environment); *Cubans; Hispanic Americans; *Immigrants; *Racial Bias; *Racial Composition; Racial Discrimination; Refugees; *Social Status
IDENTIFIERS- New York (New York)

A brief history of Afro-Hispanics in the United States and a more detailed discussion of the Black Cuban population among the recent Mariel Harbor immigrants are provided in this paper. The U.S. Cuban population is contrasted with other Hispanic groups in terms of the former's higher eductional and economic level, but changes resulting in the general profile of Cuban Americans due to the Mariel arrivals are described. Specifically, it is noted that these recent immigrants are, overwhelmingly, unskilled, single males, most of whom are black or mulatto. Racial attitudes and bias among Cubans are dicussed, and evidence of institutional discrimination on the island, both before and after the revolution, is cited. Some preliminary data on employment and social adjustment of the Mariel arrivals who relocated in New York are offered, and further adjustment problems for black Cubans are predicted. Reference is made to a large number of other publications written on this subject. (GC)

Thomas, Franklin A.
Youth Unemployment and National Service.
Ford Foundation, New York, N.Y.
PUB DATE- Apr 83
AVAILABLE FROM- Ford Foundation, Office of Reports, 320 East 43 Street, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Citizen Participation; Individual Development; *National Programs; Social Values; *Youth Employment; *Youth Programs
IDENTIFIERS- Civilian Conservation Corps; *National Service

This 1983 speech by the president of the Ford Foundation addresses the problem of youth unemployment and examines the case for adoption of a system of "National Service." The widening effects of structural unemployment are cited; and economic, demographic, and technological reasons for this phenomenon are outlined. National Service is described as a system which, by formalizing contributed service by American youth, can provide for national security and defense, provide opportunities for young people to help solve social and environmental problems, and open new perspectives and choices to young people for bettering themselves as workers and as citizens. In addition, the plan is seen as encouraging social equity. Several models of National Service are examined. These differ in such features as (1) mandatory versus voluntary participation, (2) universal or selective registration, (3) number of registrants required to serve, (4) emphasis placed on personal development, and (5) cost and management. Thomas concludes by calling for comprehensive research, thoughtful planning, and informed public debate prior to the implementation of any National Service plan, in order to ensure that the program will meet the needs of both the nation and its youth. (GC)

ED 233 119 UD 023 038

Blakely, Mary M.
Southeast Asian Refugee Parent Survey.
PUB DATE- Oct 82
AVAILABLE FROM- Mary M. Blakely, 2870 Mill Street, Eugene, OR 97405 ($1.00).
LANGUAGE- English

prepare for an upcoming lesson. Textbooks themselves may not be the source of students' boredom; the ultimate cause may reside in mainstream American cultural beliefs. (RH)

PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- Educational Research; Elementary Secondary Education; Energy Conservation; *Flexible Scheduling; Higher Education; Parent Attitudes; *Rural Schools; *Small Schools; Student Attitudes; Teacher Attitudes; Two Year Colleges
IDENTIFIERS- Colorado; Fact Sheets; *Four Day School Week; PF Project

The four-day school week is a Monday-Thursday or Tuesday-Friday alternative to the traditional four-day week, which can be implemented with many variables and differing objectives. The four-day week saves heating, transportation, maintenance, electricity and some instructional costs, while providing better educational opportunities and use of facilities. It has proven popular with students, teachers and communities in the 12 Colorado school districts and 20 colleges which have tried it. Only a few minor negative aspects have been reported. (Author/JW)

college. Only about 40% felt their students' academic ability met or could be expected to meet national averages. For many teachers, academic progress represented a problem. Though satisfied with many aspects of their jobs, rural teachers reported frustrating relationships with district centers and little opportunity for professional growth. These findings have significant implications for the Rural Effective Schools Project. (SB) research to strengthen non-formal education programs. (MH)

self-administered questionnaire was used to obtain data on family characteristics, educational background, language, and personal information. A total of 34 males and 8 females returned the questionnaire. Parents' support and encouragement was most frequently cited as the single factor contributing to the individual's high academic achievement. Teacher interest and high grade point average also seemed to play important roles in the respondents' achievement. Perhaps the variables that most influenced the respondents' success were those unmeasured variables that comprise "luck." (Author/MH)

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- Critical Thinking; *Curriculum Development; Curriculum Problems; Decision Making; *Disarmament; *Educational Objectives; Futures (of Society); Higher Education; High Schools; *Nuclear Technology; *Nuclear Warfare; *Political Issues; Program Development; Program Implementation; Social Influences; Student Interests; Values Education

Proceedings of a symposium which focused on issues related to nuclear weapons and arms control are presented. In addition to a list of participants (including both high school and college educators) and symposium schedule, summaries/highlights of symposium sessions are provided. These include summaries of three working groups which discussed educational methods and programs that could be developed, working with existing educational projects, to address the current situation in various aspects of society that are affected by the arms race. These groups, which focused on political, scientific/technological, and psychological/emotional issues, agreed on the need for value education and the need for people to enter into the decision-making process about nuclear technologies. Lists of barriers to introducing nuclear education in the formal high school and college curricula, in communities, and to the general student population are also provided, as well as general recommendations for dealing with them. A discussion of nuclear education goals, statement on the nature of nuclear war education, and a list of objectives and recommendations related to ways of continuing the communication begun at the symposium are included. (JN)

PUB DATE- 25 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavioral Sciences; *Educational Research; *Educational Trends; *Geography Instruction; Higher Education; *Human Geography; National Surveys; *Perception; *Social Behavior
IDENTIFIERS- United States

The degree to which perception and behavior are incorporated in geography instruction and the attitudes of geographers towards perception and behavior in contemporary research are examined. In 1981, a survey was mailed to 332 undergraduate and graduate departments of geography in the United States. The 174 respondents provided data as follows, listing: (1) the frequencies at which teachers of various topics implement perception and behavior in their teaching; (2) the course and departments placing the most emphasis on perception and behavior; (3) the perceptual and behavior topics taught; (4) an evaluation response to questions to determine the status of perceptual and behavioral utilization in current geographical literature and instruction; (5) specific strengths and weaknesses considered inherent to perceptual and behavioral research; and (6) responses to semantic differential items on perception and behavior as a check against the write-in responses. Foremost among findings concerning courses best suited as vehicles for instruction using perception-behavior were human, urban, cultural, and economic geography; natural hazards was the most common topic taught, followed by economic decision making, resource conservation and management, and cognitive maps. (LH)

Innovation; *Microcomputers; Program Evaluation; Research Needs; *Social Studies; Teaching Methods
IDENTIFIERS- Computer Uses in Education; Fact Sheets; PF Project

The paper focuses on questions related to the use of microcomputer software in the social studies classroom. The most commonly used microcomputer instructional techniques are presented, including drill and practice, tutorial, inquiry learning, educational games, real world simulations, models, use of graphics, and creative writing. The paper addresses major advantages of microcomputer instruction in implementing particular instructional strategies (such as the use of totally objective and immediate feedback) and accommodating a wide variety of learning styles. The limited research concerning computer assisted instruction, the limited availability of social studies software, and possible reasons for the reluctance of software producers to invest in high quality, educationally sound software for the school market are discussed. Instruments available for assessing the soundness of microcomputer programs and additional sources of evaluative information are included. A brief discussion of major issues concerned with incorporating software in the classroom is followed by a 7-item annotated bibliography of resources in the ERIC system on microcomputers for the social studies. (LH) economic order; and (5) makes poor countries more dependent upon the superpowers. Involvement of the United States in the arms race is discussed in terms of national security, propping up the U.S. economy, jobs, technology, inflation, investment, industrial modernization, and trade. The document includes a chart from "World Military and Social Expenditures, 1981," and quotations from Dwight D. Eisenhower, the Archbishop of Canterbury, an official of Lockheed corporation, and Martin Luther King, Jr. Ideas for action and a brief list of resource materials are provided. (KC)

A total of 172 students in 4th, 7th, and 11th grades read 4 stories excerpted from reading and social studies materials featuring main characters as either traditional or nontraditional females, or traditional or nontraditional males. The study sought to determine (1) the impact of male main characters in nontraditional roles on student's sex-role attitudes and story interest; (2) the impact of traditional and nontraditional stories on reading comprehension; and (3) the effect of age on sex-role attitudes, story interest, and reading comprehension. After reading the stories, participants were asked who they thought could do what the main character did and who they thought should do what the main character did. Five possible responses ranged from "only girls" to "only boys." Next, they completed a sex-role attitude inventory, a question indicating level of interest in each story, and four comprehension questions. After reading traditional stories, students tended to stereotype the activity of the main character. However, after reading nontraditional stories, students tended to believe that both males and females could do what the main character did. The higher the grade level, the higher the degree of stereotyping. Females preferred stories with traditional female and nontraditional male characters, but there were no significant preferences among boys. Few differences in comprehension were found for role condition or grade level. (KC)

This paper describes how a plan for the University of Miami (Florida) to conduct college classes in the Bahamas was formulated and implemented. In July 1973, immediately after their country gained independence, a handful of Bahamian students, sponsored by their newly elected government, enrolled at the University of Miami. Stimulated by their personal interests, their experiences as colonials, and their commitment to a newly liberalized homeland, these students secured from their Ministry of Education and Culture an invitation to administrators from the University of Miami to discuss possibilites for bringing higher education to the Bahamas. The program, which began operating in 1975, has been a milestone in Bahamian education and in the development of the University of Miami as well. The program is committed to: (1) providing relevant education and avoiding intellectual colonialism; (2) maintaining the quality of education in an external setting comparable with campus programs; and (3) providing education to assist individual Bahamians and the government in the attainment of their goals. Students and teachers alike have also worked at "Bahamianization" of university curriculum. (JMK)

learning processes; (4) curriculum resources; (5) social change processes and technologies; (6) futures planning in education and human services; and (7) social and behavioral sciences methodologies and computer applications. (JMK) about by subject verbalization. (CM)

asymptote estimates for those few items for which estimates were possible in the three-parameter model suggested that the Norton methodology may provide a reasonable alternative for estimating lower asymptotes when sample sizes are small. (PN)

Commerce. Notations, definitions, and conventions established are used in developing a number of mathematical expressions of unit terms which are useful in assessing the effect of various patterns of final demand upon employment by occupation and industry. The relevant matrix manipulations are explicated with a simple example of an economy with three industries and three commodities. The final section discusses the application and use of the various expressions developed. (CM)

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Cambodians; *Educational Needs; Elementary Secondary Education; *Indochinese; Laotians; *Parent Attitudes; Parent School Relationship; *Refugees; *Research Methodology; *Second Language Instruction; Social Science Research; Vietnamese People
IDENTIFIERS- *Oregon

This paper summarizes the findings of a descriptive research project conducted among Southeast Asian parents in an Oregon school district, and discusses the issue of fieldwork methodology among refugee populations. The district studied had a student population of 18,000 (kindergarten through grade 12), with Southeast Asian refugees accounting for 1 percent of the student body. The refugee population was composed of families from Cambodia, Laos, and Vietnam who entered the United States after June 1979, resided within the school district boundaries, and had children enrolled or eligible for enrollment in public schools or Head Start. A survey instrument was designed to obtain demographic data and refugee parent opinions, and to gather projected enrollment figures of Southeast Asian students in order to help plan for the English as a Second Language and bilingual education programs. The first part of the paper focuses on expressed opinions of refugee parents regarding their children's schools, teachers, and language-related issues. Then, the author discusses the design of the instrument and explores other methodological issues. A sample questionnaire, consisting of five sections dealing with household, school contact, school work, opinions about school, and plans for the following school year, is appended to the paper. (AOS)

d'Abbe, Peter
Social Support Networks: A Critical Review of Models and Findings. Institute of Family Studies Monograph No. 1.
ED 232 111

Abadzi, Helen
A Texas Magnet Program: 1981-1983 Evaluation Materials and Results.
ED 233 099

Abisi, Frederick Assad
Lowell Adult Diploma Program Manual.
ED 231 945

Adams, Lori N.
An Annotated Bibliography of Research on the Medical College Admission Test. Medical College Admission Test Interpretive Studies Series, Report No. 82-1.
ED 233 072

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Creative Thinking through Science.
ED 232 785

Adrian, Marlene J., Ed.
Abstracts of Research Papers 1983. Presented at the Minneapolis, Minnesota Convention of the American Alliance for Health, Physical Education, Recreation and Dance in the Research Consortium Meetings (April 7-11, 1983).
ED 232 966

Aldous, Joan
Families and Definitions of Problems.
ED 232 085

Alfred, Richard L.
Economic Differentiation as a Determinant of Higher Education Pricing and Expenditure Policies and State-wide Public Policy: Implications for Governance. ASHE 1983 Annual Meeting Paper.
ED 232 521

Algina, James
Identification of Teaching Behaviors Which Predict Success for Mainstreamed Students.
ED 232 362

Allen, Barbara
Decision Making Activities for the Grade 9 English Curriculum.
ED 232 147

Allen, Edward D.
The Development of Protocols to Help Teachers Understand and Interpret the Acquisition of a Foreign Language among Secondary School Students. Final Report, September 1, 1981-March 31, 1983.

Caro, Francis G.
Measuring Attainment of Objectives in Non-Institutional Long Term Care.
ED 232 073

Carpenter, Gaylene
Leisure Education and Adult Education.
ED 231 944

Carrasquillo, Angela
Puerto Rican Return Migrant Youth.
ED 233 110

Carrasquillo, Ceferino
Puerto Rican Return Migrant Youth.
ED 233 110

Carrell, Patricia L.
On Presupposition and Speaker-Beliefs: Empirical Investigation of the Theoretical Distinction Between "Plugs" and "Holes."
ED 232 443

Carron, Gabriel
Reduction of Regional Disparities: The Role of Educational Planning.
ED 232 247

Carstensen, Donald J.
A National Survey of Academic Advising. Final Report.
ED 232 525

Carswell, Ronald J. B.
Children's Recognition of Rural Features from Anaglyphic Representations of Vertical Aerial Photographs.
ED 232 892

Carter, David G., Sr.
Determining Causality by Inference: Use of Statistics in the Courtroom.
ED 232 300

Carter, Richard D.
Multivariate Alternatives to Regression Analysis in the Evaluation of Salary Equity-Parity. AIR 1983 Annual Forum Paper.
ED 232 576

Catalano, Donald J.
A Longitudinal Study of Family Supports to Impaired Elderly.
ED 232 090

Catterall, James S.
Tuition Tax Credits: Fact and Fiction. Fastback 188.
ED 232 253

Chaffee, Ellen E.
Turnaround Management Strategies: The Adaptive Model and the

Franz, Jennifer D.
What "Should Be" in the High School Curriculum: A Cooperative Approach Using Survey Research Methods, or, Convincing Local School Boards of the Value of Survey Research.
ED 233 052

Fraser, Susan
An Assessment of the Immigrant Resources Project Preschools.
ED 232 428

Friedman, Larry S.
Smoking Onset among Teens: An Empirical Analysis of Initial Situations.
ED 232 116

Froehle, Thomas C.
Internal Dialogue in Counseling: Research in Training Counselors and Other Helping Professions.
ED 232 071

Fulton, John F.
Teacher Education in Northern Ireland.
ED 233 006

Gackenbach, Rusty
Strategic Marketing Evaluation: A Focus Area for Institutional Research. AIR 1983 Annual Forum Paper.
ED 232 584

Gaddy, Gary D.
Television and Adolescent Sexual Behavior.
ED 232 208

Gallegos, Anne Y.
The Role of the Family in the Identification and Education of Gifted Minority Children.
ED 232 360

Gallo, Donald R.
Students' Reading Interests--A Report of a Connecticut Survey.
ED 232 143

Ganey, Rodney
Families and Definitions of Problems.
ED 232 085

Gapen, Kaye
Measurements of Quality in Higher Education: The Role of Institutional Research. AIR 1983 Annual Forum Paper.
ED 232 601

Gardner, William E.
A Current Profile of the American Teacher: Some Implications for International Education.

Jamgotch, Nish, Jr.
Soviet Security in Flux. Occasional Paper 33.
ED 232 960

Jason, Leonard A.
Comprehensive Preventive School-Based Programs.
ED 232 777

Developing Social Skills among Day Care Children.
ED 232 776

Jeffery, Charles F.
Orienteering: Growth Patterns in the United States.
ED 232 800

Johns, Ann M.
Some Comments on the Nature of Chinese ESP Coursebooks.
ED 232 478

Johnson, Colleen Leahy
A Longitudinal Study of Family Supports to Impaired Elderly.
ED 232 090

Johnson, Dale M., Ed.
Retail Meat Cutting I. Apprentice Meat Cutter Related Training. Revised.
ED 232 003

Johnson, E. Marcia
Implementing and Evaluating a Research Data Archive.
ED 233 073

Johnson, Jim
A National Survey of Student Teaching Programs. 1981.
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